

THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

NATIONAL UNIFORMITY IN SECONDARY INSTRUCTION.

At the meeting of the Michigan Schoolmasters' Club, December 1, 1894, the Unification of Requirements for admission to American universities was discussed by four secondary teachers, representing the needs and wishes of large and small high schools, academies, and normal schools; by twelve presidents of universities (letters); and by eight heads of departments in the University of Michigan:

To secure a national as well as a local view of the situation, the following questions were sent to 140 academies and 140 large high schools, selected from 44 states according to representative population, and to 60 small high schools in the accredited list of the University of Michigan.

1. What positive requirements in science do you advocate? How much of each?

2. Would you favor one year of either Physics, Chemistry, or Biology, with laboratory work, in A. B. and Ph. B. courses, and Physics with either Chemistry or Biology, in all other courses?

3 (a). Have you facilities for satisfactory laboratory work in the three sciences?

(b). Could you easily secure these facilities?

4. Do you favor reducing the requirements in Vergil to six books of the Aeneid?

5 (a). Would you limit the Greek preparation to two years and to Attic prose?

(b). Can two or three books of Homer and the usual Attic prose be taught in two years?

6. Do you favor four years of a foreign language, preferably Latin, in all courses?

7 (a). Do you favor one or two modern foreign languages in the A. B. course?

(b). How much?

8 (a). How much History would you recommend in the different courses?

(b). Should the History of Greece and Rome be taken as a substitute for General History?

9. Do you favor Solid Geometry in all courses?

10. Which University is nearest your ideal in its requirements for admission? What changes would you make?

11 (a). Do you favor 15 prepared and 5 unprepared lessons per week for all secondary schools?

(b). What is your present system?

12. How would you modify Table IV of the Committee of Ten Report, in order to prepare best for college and for life?

The following table gives the answers of 36 Academies (A), 18 east of Ohio; of 35 large High Schools (B), 17 east of Ohio; and of 14 small High Schools (C), in the accredited list of the University of Michigan.

QUESTION I.

	A	B	C	COMBINED.
Physics,	19	29	10	58
Chemistry,	14	24	7	45
Botany,	5	11	6	22
Biology,	2	11	4	17
Physiology,	8	9	7	24
Zoology,	1	5	1	7
Physiography,	3	4	4	11
Geology,	1	1	2	4
Years of Science for A. B. and Ph. B. Courses,	1.2	1.3	—	1.25
Years of Science for other Courses,	1.8	2.6	—	2.2

QUESTION 2.				
Yes,	15	12	14	41
QUESTION 3 (a).				
Physics, Chemistry and Biology,	10	16	5	31
Physics and Chemistry,	11	9	7	27
Chemistry,	1	3	0	4
Physics,	0	4	0	4
No Science,	2	3	2	7
3 (b).				
Yes,	8	9	4	21
No,	7	3	3	13
QUESTION 4.				
Yes,	21	25	10	56
No,	5	7	2	14
QUESTION 5 (a).				
Yes,	15	11	9	35
No,	16	19	2	37
5 (b).				
Yes,	6	5	4	15
No,	21	24	7	52
QUESTION 6.				
Yes,	16	14	2	32
No,	11	14	10	35
QUESTION 7 (a).				
Yes,	27	21	9	57
No,	1	7	3	11
7 (b).				
One Year,	5	8	2	15
Two Years,	10	12	8	30
QUESTION 8 (a).				
Years of History,	1.6	1.7	1.8	1.7
8 (b).				
Yes,	7	6	2	15
No,	13	10	7	30
QUESTION 9.				
Yes,	13	12	12	37
No,	16	18	1	35
QUESTION 10.				
Harvard,	8	13	1	22
Michigan,	1	4	2	7
Cornell,	2	2	0	4
Chicago,	1	1	0	2
Princeton,	2	0	0	2
Stanford,	0	2	0	2

California,	0	1	0	1
Johns Hopkins,	1	0	0	1
Yale,	0	1	0	1
QUESTION 11 (a).				
Yes,	9	11	3	23
No,	13	8	4	25
11 (b).				
Average prepared lessons,	16.9	15.9	17	16.6
Proportion using any unpre- pared lessons48	.65	—	.56

VIEWS OF ACADEMIES

Principal W. H. Butts

"The aims of this paper are two: first, to show what Academies are doing, what they can do, and what their wishes are in regard to the establishment of uniform and unified courses of study, preparing at the same time for college and for life; second, to give a short account of organized movements toward uniformity in different parts of the United States, and to indicate what action may be taken at once in the North Central States.

To secure information for the first topic, circulars containing twelve mooted questions were sent to principals of representative schools in forty-four states. The percentage of replies received from the different sections may indicate a greater or less advancement in educational aims and methods, or it may simply show where there is the most pressing demand for change. In Delaware, New Hampshire, Vermont, and Oregon all the principals responded, and expressed great interest in uniting all sections in a system which would render secondary instruction more uniform, less expensive, and more effective in preparing for college and for life pursuits. In Michigan 75 per cent. responded; in Ohio 70 per cent.; in Pennsylvania 67 per cent.; in Connecticut, Kansas, Massachusetts, Mississippi, and New Jersey 50 per cent.; in Illinois, Indiana, New York, Texas, and Virginia 30 per cent., and in Missouri 20 per cent. From other states no answers were received. None of the great preparatory schools east or west failed to respond.

Replies from the South and from a large part of the West showed less interest in current educational problems and in the development of a national system. The small number of responses from the West and Southwest may be explained by the fact that academies have not developed and attained prominence in those sections as they have in New England and the Middle States, owing to the system of state universities and graded schools established and, in many cases, fostered by state grants and special privileges. The feeling in the schools and in the colleges may possibly be expressed by the president of a leading Western university who says, "We are not so much interested in having uniformity of requirements for admission to American universities as we are in having the standards advanced along certain lines in our own state, so as to give to the university course greater symmetry and efficiency." Whether this is the broadest view of this great question, seems to me doubtful. State control and state supervision, modelled on the Michigan plan, have created educational systems in a large part of the United States, more complete in many ways and more closely articulated than those of Germany or England. The victories won and the lessons learned in developing these state systems, only prepare the way for national unity and uniformity. The colonial days in educational development are fast passing away. The report of the Committee of Ten may be well called the first constitution of Educational America. What we need now is ratification and wise legislation. This is no time for state rights and sectional interests to stand in the way of national development.

In response to the question as to what sciences should be required for admission to American universities, 39 per cent. of all answers favored one year of physics for all courses,—17 per cent. favored chemistry, 17 per cent. physiology, 6 per cent. botany, 3 per cent. geology, 3 per cent. physical geography, for all courses. Physics and chemistry were favored by 16 per cent., physics and physiology by 6 per cent., physics or chemistry, by 3 per cent., physics for A. B. course with chemistry

added in other courses by 3 per cent. Of all answers, 4 per cent favored physics, chemistry, or biology, with laboratory work in the science chosen, for the A. B. course, and physics with either chemistry or biology for all other courses. Among the individual replies two are especially interesting. The head-master of one of the largest eastern schools, who was a member of the committee of ten and who left his imprint on table four, would require physics 160 p., botany, 114 p., and physiology 76 p. The dean of the official preparatory school of the University of Chicago, would require one year of physics, with laboratory work for all courses, and place one year of chemistry, one-half year of botany and one-half year of physiography among optional subjects. Only 8 per cent. of the answers objected to physical science as a positive requirement. Among studies of equal disciplinary value the true criterion is undoubtedly the use that may be made of the subject in future work. We can not go to the extremes of Francis W. Parker or Pres. Jordan, but we must acknowledge that they are developing a great principle. The days of taking studies merely for discipline have passed away. If all students were required to present one of the three laboratory sciences and then allowed to present other sciences, preferably with laboratory work, chosen with a view to use in college and in after life, secondary schools would teach the laboratory science or sciences for which they have the best teachers and the best facilities, so that small schools as well as large would send men to college with good laboratory methods and with the maximum amount of useful knowledge.

In response to the question of facilities for satisfactory laboratory work, 33 per cent. answered "no" without qualification, 30 per cent. had facilities in three sciences, 33 per cent. is only two, and 3 per cent. is only one. Thus 63 per cent. had facilities in at least two sciences. Of those who did not have facilities 53 per cent. could easily obtain them and 47 per cent. could not.

In the Latin requirements 81 per cent. favored reducing Ver-

gil to six books of the Aeneid, one stipulating that this should not mean a reduction in Latin requirements, and another reserving all after the sixth book for sight work. The Georgics and Bucolics were generally condemned as too hard or too unprofitable.

In Greek 44 per cent. would reduce the requirement to two years, and to Attic prose, 47 per cent. favored three years with Homer, three per cent. two years with Homer, three per cent. three years without Homer, and three per cent. would require no Greek. Answering the question, "Can two or three books of Homer and the usual amount of Attic prose be taught in two years?" 19 per cent. said "yes," 50 per cent. "no," and 31 per cent. "doubtful." This makes 81 per cent. unfavorable.

Replying to the question, "Do you favor four years of a foreign language, preferably Latin, in all courses?" 52 per cent. answered "yes," 17 per cent. favored four years of a modern language, and 32 per cent. were opposed to four years of any foreign language in all courses. One-fourth of the opposition favored two years of Latin in all courses. Some voting in the affirmative stipulated that the language should be begun in the grammar grades. Judging from what the schools are now doing, it seems that this favorable majority expresses rather a preference than a present possibility, or that some understood "four years of a foreign language" to include two years of Latin and two years of a modern language.

For the A. B. course 57 per cent. favored one or two years of one modern foreign language, 39 per cent. preferred two languages for the same time, 4 per cent. objected to any for the A. B. course. Sight reading of simple prose was the common test.

For history requirements, 39 per cent. favored two years' work in American, English, Grecian, and Roman history for all courses, 39 per cent. would require about one and one-half years of American, Grecian, and Roman history for the A. B. course, and the same amount of American and English history

in other courses. General history was opposed by many as difficult and unprofitable in secondary schools. Several wished to adopt the Committee of Ten plan, and some were doing additional history work in their English classes.

Solid geometry in all courses was opposed by 55 per cent. All the leading preparatory schools in the East, with two exceptions, voted in the negative. In the Central and Western States the majority were favorable.

In response to the question as to which university was nearest the ideal in its requirements for admission, 53 per cent. of those who had any opinion favored Harvard, 13 per cent. Cornell, 13 per cent. Princeton, 7 per cent. University of Chicago, 7 per cent. Johns Hopkins, 7 per cent. University of Michigan.

On the question of fifteen prepared and five unprepared lessons per week, 41 per cent. were favorable and 59 per cent. opposed. Present practice varied from 15 to 24 prepared lessons, the average being between 16 and 17. Exeter favored 16 p., Andover 16 to 18 prepared lessons, 55 minutes each, while Lawrenceville stood by the Committee of Ten and claimed that 20 prepared lessons could be learned, if necessary.

Only a few accepted the invitation to criticise and improve Table IV., of the Committee of Ten report, as a preparation for college and for life. Some would begin the high school course one year sooner, some would place physiology earlier and include economics in the senior year. Two would give more science, drawing, writing, and speaking, instead of so special an appeal to the memory.

Considering the answers from the secondary schools in connection with letters from the presidents of twelve of the leading colleges and universities, and taking into account the discussions and resolutions of the New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools in the Middle States and Maryland, the Headmasters' Association, the Association of Teachers of English in the North Central States, and the Commission of Colleges in New England on Admission Examinations, it is evi-

dent that the plan which will most easily and quickly unite the East and West in a uniform system of admission to college will be based on Table IV., of the Committee of Ten Report. If the colleges and schools, after free discussion in inter-state associations, agree on elementary requirements which all schools can meet while they are, at the same time, giving to a great majority of their pupils final preparation for their life work—if they also name advanced requirements from which students preparing for college may have a choice according to the degree for which they are studying, basing their choice upon the utility of the subjects for future work, then the secondary schools can retain their individuality and teach those advanced studies for which they have the best facilities. Under this plan, the courses in Table IV. might in some colleges lead to the A. B., Ph. B., B. S., and technical courses as recommended by President Schurman, of Cornell, or the first two might lead to the A. B. course and the last two to the B. S. course under the Harvard system.

Since the first meeting of the New England Association of Colleges and Preparatory Schools in 1885, interstate coöperation has done much for the states east of Ohio, but little has been attempted in the West. It is time for the West and South to do vigorous work in coöperation with the Eastern associations. Letters from the leading Western universities and secondary schools favor this organized action. With the largest percentage of school attendance of any section of the United States, and with the closest articulation and most sympathetic relations between secondary schools and universities, the North Central States are in a peculiarly favorable position to lead in establishing national unity and uniformity in educational matters. In order to wield any considerable influence abroad the North Central States must come to some agreement at home. Something like Japanese unity must replace Chinese diversity in aims and methods which seems to exist when we study the educational systems of the three sister

states, Ohio, Indiana, and Michigan. Even now some of us can not see distinctly across state lines.

By adopting Table IV. as the basis of united action, and by free discussion in inter-state associations and conferences between such associations, rapid advance toward greater uniformity and higher ideals may be made. As soon as experience teaches that any study in Table IV. is less valuable than some omitted subject, or that the arrangement of studies and the allotment of time are not productive of the best results, changes can be agreed on by a conference or by a committee similar to the Committee of Ten. With some certificate system of admission in states or in larger sections, uniformity can be hastened, and by the common experience and progress of all, an American ideal in secondary and higher education can be worked out by American methods on American soil."

Views of the large High Schools, by Principal F. L. Bliss, of the Detroit High School, will be given in the next issue of the SCHOOL REVIEW.

VIEWS OF NORMAL SCHOOLS

Professor E. A. Strong

"The important point is to secure a general agreement as to what education should be and should do for a people. This unity of view will slowly but surely produce the desired unification and the change will be enduring. When we know what we want, and know that we can have it only by educating for it, we have in operation the only efficient cause which can secure the desired effect.

We must view education as a whole. It is not enough to scan the devious line which now divides the American high school from the American college or university. No considerable improvement in higher education can be effected which does not carry with it important changes in secondary and elementary education. We must concede the fallacy of the old opinion that the improvement of higher instruction

will necessarily secure the improvement of elementary instruction. This can only be true where there is some vital and working relation between the university and the elementary school.

This Club can do nothing to further the unification of the requirements for admission to college comparable with an immediate adoption of the Report of the Committee of Ten as a *working basis* for further unity and improvement."

VIEWS OF PRESIDENTS OF COLLEGES AND UNIVERSITIES

President Eliot, Harvard University

"In the first place, it seems to me that the most hopeful method is to adopt as temporary outlines of desirable groups of studies for secondary schools, the four programmes recommended by the Committee of Ten. Those programmes may serve a useful purpose for perhaps ten years. As soon as the elementary schools are substantially improved, in accordance with the recommendations of the conferences, it will be possible to improve greatly the committee's programmes for secondary schools; but for temporary use they may be said to afford the best general guidance now accessible."

Secondly, I think that colleges and scientific schools should, if possible, be induced to accept any one of these four years' courses of study as qualifying satisfactorily for admission to corresponding courses in the colleges and scientific schools, and furthermore to raise gradually, and with adequate notice, their own standards of admission to the level of these programmes subject by subject.

Thirdly. The practicable mode of doing this seems to me to be as follows: Let a group—the larger the better—of American universities maintain admission examinations in *all* the subjects which enter into those four programmes. The list would be as follows:—

Subjects.	No. of school years devoted to each subject.	Probable number of question-papers in each subject.
Latin	4 years	3 papers
Greek	2	2
English	4	3
German	4	2
French	4	2
History	4	3
Algebra	2	2
Geometry	1½	2
Trigonometry	½	1
Ph. Geography	1	1
Botany	1	1
Zoology	1	1
Anat. Physiol. and Hygiene	½	1
Geology	½	1
Physiography	½	1
Physics	1	1
Astronomy and Meteorology	1	1
Chemistry	1	1

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Let every institution belonging to the group, and as many other institutions as can be brought to act with them, declare each for itself how many and what examinations it will absolutely require for admission, and how many and what choices among the remaining subjects it will permit, taking care, however, not to demand more in the sum of prescribed and optional subjects than the total represented in any one of the four programmes of the Committee of Ten. Each university or college might make its own arrangements as to the use it would make of the complete set of examinations; but all would maintain the same standard in each subject, and would permit any and every subject in the list to count towards admission in some way or other. By means of large options taken from a uniform and ample list of studies the individuality of different schools and of different colleges can be preserved.

The requirements for admission to Harvard College may perhaps indicate the manner in which options can be used. Certain elementary subjects are absolutely required for admis-

sion, and then wide choice is given among several advanced subjects. For national purposes a selection of both prescribed and optional subjects wiser than the Harvard selection might be made; but the general plan of the examinations offers a good type, because it permits a tolerable range of choice. The programmes of the Committee of Ten of course suggest that the range of choice should be made wider, the prescribed subjects and parts of subjects being limited to those which are common to all four programmes, and a considerable addition being made to the number of the optional advanced subjects.

I will add a few remarks on two or three matters of detail.

At Harvard we are satisfied that a great deal is gained for language instruction in secondary schools by making reading at sight a more important part of the admission examination than acquaintance with certain specified texts. The reading of prescribed quantities of Latin, Greek, French, or German should, in our opinion, play a subordinate part.

It is true that the substitutes for Greek which are permitted in the Harvard requirements for admission are more difficult than the Greek, and take more of the pupil's time. This was intentional with the Harvard faculty. The result has been, as I pointed out in my report for the year 1891-92, pages 17 and 18, that the persons who have thus far entered Harvard College without Greek have made records in college which are distinctly above the average, and have proved conclusively that they are abundantly able to profit by college life, and win a standing which on the average is above that of those who entered with Greek. I believe that accepted substitutes for the traditional subjects should never be made easier for the pupil than the traditional subjects. That is not the way to win respect for the new subjects, or to prove their equivalence to the old subjects. Great care should be taken when History, the Modern Languages, Sciences, and English are accepted for admission to college, that the requirements in these subjects should be unquestionably equal in quality and quantity to the requirements in Latin, Greek, and Mathematics. Thus, the

requirements in English, taught four years as proposed in the programmes of the Committee of Ten, should be as serious as those in Latin, taught four years in the same programmes. We should not aim to open easy ways into the colleges and scientific schools; but we should try to open various new roads, all of which require as much energy and judgment to travel them successfully as the old roads require.

I think the two most difficult departments to deal with will prove to be English and History; because I observe that the experts in these departments are not yet prepared to lay out a course of study for secondary schools which shall be as long, thorough, and difficult as the courses of study in Latin, the Modern Languages, Mathematics, and the Sciences.

I may add that the Harvard requirements in Physics, which have been in use for the last eight years, have worked admirably, and certainly point the way to a satisfactory solution of all questions about requirements in the sciences."

Dr. Butler of Columbia College

"I favor a requirement in laboratory physics on the ground that this science can be most readily taught and most readily tested. It also involves training in accurate measurement, which is one of the chief benefits of scientific teaching at that age. I should, however, allow alternatives, say chemistry, zoölogy, and botany, in order that schools having varied equipment and various local needs to meet might be under no disadvantage in preparing students.

I would require a minimum of one year of physics, chemistry, or biology, including laboratory work, in all college courses of whatever character.

I favor abolishing the present requirements in Latin entirely, and substituting therefor an ability to read at sight easy Latin prose. The ability that I have in mind ought to be gained by the average pupil with three years of good teaching.

I would limit the Greek preparation to the ability to read at sight easy Attic prose. Such ability could be gained in two

years. As to the second part of this question, I beg to say that I understand, on the best authority, that the three books of Homer and the easy Attic prose are in very many cases taught in two years at present.

I do not believe in requiring four years in any foreign language in all college courses, or in any college course. Ample provision should be made for instruction in Latin, Greek, French, and German, and opportunity given to the student to select freely among them.

All candidates for the degree of A. B. should be able to read readily French and German. One of these can be required for admission and the other taught in college.

I should make the study of history and solid geometry in college an elective matter entirely.

The requirements for admission to Harvard College are the ones that, in my judgment, best preserve the proper relations between the several subjects; that are best adapted to test the real ability of the candidate; and that are best calculated to assist in improving the work of the secondary schools. These requirements, however, seem to me to fail in that they postpone to too late a date, by at least one year, the age of admission to college. If I had the power I should alter them in two respects: First, by decreasing in difficulty the alternative now offered for Greek, which seems to me unduly severe; second, by reducing the quantity of work required so as to permit students to enter college a year earlier than now.

Secondary schools can easily carry more work than fifteen prepared and five unprepared lessons per week. The total of lessons prepared and unprepared should not be less than twenty-five."

President Schurman, of Cornell University, considered the unification of requirements for admission to American universities the next question which educators should face, and thought that this should be accomplished by a committee representing the colleges and schools, as in the case of the Committee of Ten. He was not convinced that science should be required

for admission, as we are still experimenting with the art of teaching science. If required, not more than one year's work, two or three periods per week, should be demanded, and the choice should not be restricted to physics or chemistry, but botany, entomology, and vertebrate zoölogy should have a chance. He would favor for A. B. and Ph. B. courses, one year of some science, with laboratory work, and more for the B. S. course, but would not require physics of a student specializing in natural history. For the humanistic courses, A. B. and Ph. B., he would prescribe an ancient classical language and one modern foreign language. Latin might profitably be required for the B. S. course on account of its value for linguistic training, but should yield to modern languages in college.

History should not be prescribed in any except the humanistic courses and only as an elective in the A. B. course when both Greek and Latin are required. He would not require solid geometry in any course, except where needed for subsequent work. The principle of the *using* of each study for subsequent studies, furnished the criterion. He was inclined to think the third course of table four, Committee of Ten report, a mistake except in preparing for scientific schools.

President Patton, of Princeton, would limit Vergil to six books of the Aeneid, if other authors were read, would prefer three years preparation in Greek, and require two modern languages for the A. B. course. He would require solid geometry in all courses and would not allow the history of Greece and Rome as a substitute for general history. He considered the requirements for admission to Princeton and Yale nearest the ideal.

President Harper, of the University of Chicago, would require at least one year of laboratory physics in all courses, would reduce Vergil to six books but would not limit Greek to two years and Attic prose. He would require solid geometry, American and general history in all courses, and a reading knowledge of two modern languages for the A. B. course.

President Adams, University of Wisconsin, did not consider the Committee of Ten scheme workable in Wisconsin at present, as this would necessitate the throwing out of some things to which the schools of Wisconsin are wedded. The schools give good instruction in science but poor in history and languages. Most of the secondary schools have laboratories for teaching physics, chemistry, and physiology. Instruction in German is generally poor and less than half the schools give a two year course in Greek. He did not think it practicable to get either modern language in addition to Greek and Latin for the A. B. course. The ideal university should not teach beginners in any language. He would go just as near the Conference Report in history as possible.

President Jordan, Stanford University, makes no requirements in any particular subject, except English composition, and accepts no work in any subject unless he can build upon it. He would leave the choice of sciences to individual tastes and needs, but would accept no science work except done in the laboratory for at least a year. Credit is given in Latin for two years' work or more. Particular books and authors are not essential. Solid geometry is favored for most students, and any *real* history is preferred to general history. President Jordan believes the Stanford system the only permanent and tenable one, and says that nothing would induce the faculty to change it.

President Baker, University of Colorado, favored one year of physics for the A. B. course, with the addition of chemistry and biology, one year each, for the B. S. and Ph. B. courses. He would reduce Vergil to six books of the Aeneid and was inclined to limit Greek to two years and to Attic prose. He would not require solid geometry for all courses nor allow the history of Greece and Rome as a substitute for general history.

President Jesse, University of Missouri, considered the Eclogues of Vergil of little value from any point of view and the Georgics too difficult for the high school. He had little

faith in general history in the high school and would substitute for it the history of any of the greater nations, ancient or modern. He favored science *with laboratory methods* and would exclude teaching by lectures.

President Seelye, Smith College, considered the most successful method of securing unity and uniformity in the requirements for admission to college, to be the formation of associations like the New England Association, where all subjects of mutual interest could be fully and freely discussed. By means of the New England Association greater unity and uniformity have been secured in the New England colleges. Smith College has, as far as it consistently could, accepted the recommendations of the Association.

President Irvine stated that Wellesley College favored uniformity in so far as it tended to raise standards. They had already adopted the entrance requirements in literature, English and modern language, recommended by the Commission of the N. E. Colleges. The college admitted with and without Greek, and permitted a science to be offered in place of the third language. Colleges of higher rank might accept only the first two courses in Table 4, while colleges of lower rank might profitably accept all four of the programmes.

• VIEWS OF DEPARTMENTS IN THE UNIVERSITY OF MICHIGAN

Professor M. L. D'Ooge argued that any such unifying and simplifying of requirements for admission to American universities as should result in only *one* set of entrance requirements for all students, and for all courses would be impossible, or if possible, would be radically opposed to well established principles of modern education, particularly the elective principle. Recent discussions emphasize the fact that all studies have not the same educational value. Local conditions should influence but not control the colleges in formulating entrance requirements. These should be *equivalent* but not *identical*, and the high school should have a certain freedom of choice. Continuity in each subject should be secured, and linguistic,

mathematical, scientific, and historical subjects should have proper representation, allowing freedom of choice by fixing maximum and minimum requirements and by accepting equivalents. This adjustment will not lower standards, but will enable a student preparing in any school to enter any college without conditions.

Professor Calvin Thomas said that the present chaos of school courses was due, in part at least, to an unwise multiplication of bachelor's degrees. This had diverted discussion into wrong channels, and made the course and the degree more important than the boy or girl. The pupil is required to choose a course at an age when it is impossible for him to choose wisely. It is our business as teachers to know what is best, and to recommend it ; in the main, parents will thank us for having an opinion, and will be glad to follow our counsel. The studies that are best worth pursuing in school are mathematics, foreign languages, English, history, and natural science. A course wisely made up out of these will be best *for the boy*, no matter whether he is going to college or not, and what is best for life is the best possible preparation for college. If this were not so, the colleges would be in grave need of reforming. Let us, therefore, work toward a unified preparatory course, which shall afford room for choice, as between more or less of certain subjects, and between ancient and modern languages. It is time to recognize that for educational purposes a foreign language is a foreign language ; if well taught, one is as good as another.

Prof. F. C. Newcombe thought that a unified course could not be prepared by giving to languages more than one-half the whole time, and to natural sciences but one-twelfth, nor by putting so many sciences into a course that there would not be sufficient time for two foreign languages. The fact that the natural sciences can fulfil their educational functions only when given by the laboratory method, precludes the possibility at present, at least, of introducing more than three sciences into the average school, and probably in many schools not more than two sciences can be given. The majority of schools

can teach two of the sciences—physics, chemistry and natural history—by the laboratory method. Since the aspect of nature is two-fold, physical and biological, it is reasonable to ask that representation of both should stand in the curriculum. Only in this way can the unity of nature be inculcated. Replies from 80 of the 125 diploma schools of the University of Michigan indicate that 76 are now, or soon will be, ready to use the laboratory method in teaching botany. Last year 51 used the laboratory method, 23 adopting for the first time a laboratory manual.

Prof. W. W. Beman argued strongly for solid geometry in all high school courses. The pedagogic value of the study is shown by the fact that it is required in the courses of the German gymnasium, real-gymnasium, real-schule, and even in the bürger-schule, of the French collège and lycée, and of the Italian secondary schools, always in connection with secondary studies. In the lycée it is taken before the trifurcation into philosophical, mathematical, and scientific courses. Letters from Harvard, Wisconsin, Minnesota Universities expressed views favorable to confining solid geometry to secondary schools. Testimony was presented that not twenty-five schools in New England regularly taught the subject, while in the West it was taught almost as generally as plane geometry in New England. The Committee of Ten conference unanimously favored the study in all courses. For twenty-three years accredited schools of Michigan have taught successfully all the geometry in one year. Western colleges and universities have generally adopted the requirement and secured the full work. Great embarrassment would be felt if solid geometry had to be taught in western colleges. The university course in mathematics would be thrown out of adjustment and a larger force of instructors would be required. To throw out solid geometry from requirements for admission would be a retrograde movement.

Prof. H. S. Carhart showed the great educational value of physics and urged that the study should be begun in the high-school before the study of language has blunted the taste for

science. He objected strongly to placing physics before the last year in the secondary school, on the ground of the greater need of mathematics and the greater difficulty of the subject.

Prof. R. Hudson urged the teaching of American history in the high-school, as a duty owed to the state. He asked for general history in all courses in order to put the present into relation with the past and to form some idea of that social evolution, one stage of which the students are witnessing. The study of general European history is necessary in order to understand the elementary history of any European nation. Special histories should be taught as parts of the general movement. American and general history should be taught in all courses and required of all students by the University.

Prof. I. N. Demmon presented the recommendations of the Association of Teachers of English for the North Central States, agreed upon at their first conference held in Chicago in July last. He urged the importance of differentiating more clearly the studies called literature, composition, formal grammar, and formal rhetoric. At present there is too much confused and aimless instruction in these subjects, due to lack of differentiation and coördination. Much reading and memorizing of good literature was valuable in forming a correct taste in both language and literature. The reading of good authors should be connected, within reasonable limits, with the study of their lives and with a history of their times. The teacher should be a guide and not intrude himself between the pupil and the author. In composition the student should be led to think for himself and give spontaneous utterance to what is in his heart and mind. The proper place for formal grammar and formal rhetoric is near the end of the high school course.

Prof. B. A. Hinsdale held that while we may not make the wisest choices from the riches of modern knowledge, we can hardly make bad ones. He concluded that modern studies have not even yet secured as large a place in our educational work as they will ultimately occupy. The old studies that

have descended from antiquity will not pass out of the school, but they must consent to share some of the diminished space that they now occupy with the competing studies. Literature and history, which run along the line of national life, will receive larger recognition than has yet been accorded them. The Greeks, who were the ablest race intellectually, nourished their minds wholly upon a vernacular culture. Against the idealizing sentiments set forth by some, it must be remembered that England and America are much less given to theory and speculative reasoning than the continental countries, and that they persist in adhering more closely to the normal lines of historical development. Our educational future must be an outgrowth of the past, and not an exotic transplanted from a foreign soil.

A WESTERN ASSOCIATION

A committee of three was appointed to join with President Angell of the University of Michigan, President Harper of the University of Chicago, President Adams of the University of Wisconsin, and President Rogers of Northwestern University, in a call for a meeting at Evanston, Ill., March 29-30, 1895, to form an association of colleges and secondary schools in the North Central States. Principal Boone of the Michigan State Normal School, Principal Butts of Michigan Military Academy, and Principal Greeson of the Grand Rapids High School, were appointed to represent the secondary schools in making this call.

Orchard Lake, Michigan

William H. Butts

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND

BALTIMORE MEETING

The sixth annual convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, was held at the Johns Hopkins University and the Woman's College, Baltimore, on Friday and Saturday, November 30th, and December, 1st, 1894. The actual number of delegates registered at the convention was 180; of whom 18 were from Baltimore, the remainder from other cities. But this number is far too small to represent those who were really in attendance at the meeting. The capacity of the hall in which most of the meetings were held is about 450, and it is safe to say that nearly 400 people were present, the most of whom were delegates.

Three sessions of the convention were held on Friday, (at 10:15 A. M., 2:45 P. M. and 8 P. M.); and on Saturday the final session was held at 9:30 A. M. The afternoon session of Friday was held in the chapel of the Woman's College; all the other sessions were held in Levering Hall of the Johns Hopkins University.

FRIDAY, NOVEMBER 30.

9:30 A. M. Before the assembling of the convention proper a business meeting of the executive committee of the association was held in McCoy Hall of the Johns Hopkins University, at which various routine business was transacted and the Friends' Academy and the Girls' High School, both of Philadelphia, were admitted to membership in the association.

10:15 A. M. The President of the association, President F. L. Patton, of Princeton, was unable to be present. In his absence Vice President W. J. Holland, Chancellor of the Western University, called the convention to order and presided at all the sessions. President Daniel C. Gilman of the Johns

Hopkins University, delivered an address of welcome to the members of the convention, outlining the programme and describing the educational institutions of Baltimore, with especial reference to the Johns Hopkins University and the Woman's College.

The subject for discussion at the first session of the convention was

THE PLACE AND TEACHING OF HISTORY AND POLITICS IN SCHOOL AND COLLEGE

Twenty minute papers on special phases of the subject were read by four members of the association ; and three members took part in the discussion that followed the reading of the papers. The following abstracts of papers and remarks will show the drift of the discussion:

IS HISTORY PAST POLITICS ?

Professor Herbert B. Adams, of the Johns Hopkins University

The origin of Mr. Freeman's conception of history is to be found (1) in the teachings of Dr. Thomas Arnold, who held to the Greek conception of the state as a commonwealth embracing all the higher interests of society ; and (2) in the writings of Niebuhr, and of the modern German school, Ranke, Maurenbrecker, and Droysen, who lay chief stress on institutional and political history. Niebuhr's influence was communicated to English scholars by Arnold and Freeman. The first mediator between Niebuhr and American schools of history and politics was Dr. Francis Lieber, who had been a tutor in Niebuhr's family, and who by his advice came out to America. Lieber was quite emancipated from the false political philosophy of the eighteenth century, and held firmly in his writings on Civil Government and Political Ethics to English ideas of institutional liberty. In his professorships, first at Columbia, S. C., and second at Columbia College, New York, Lieber co-ordinated historical and political science as naturally related

subjects. In the reorganization of departments at Cornell, Harvard, and the Universities of Michigan and Wisconsin, history, politics, and economics have been more intimately associated in recent years. At the Johns Hopkins University they were never divided, and are still harmoniously grouped together for department unity and greater educational efficiency. Johns Hopkins men have never maintained that all history is past politics, but simply that the main current of historic life runs through the state, in which all civil society lives, and moves, and has its being.

OUGHT THE SOURCES TO BE USED IN TEACHING HISTORY?

Professor James Harvey Robinson, University of Pennsylvania

The student needs to be trained in the use of books. We encourage too often a spirit of unquestioning acceptance in the student who, like the public, rarely asks for the sources of his information. A healthful scepticism should be encouraged, and the student should be taught by the use of a variety of books, and by the careful study of single documents to understand the general methods of historical research, and in that way learn to distinguish between good and inferior works. This training is almost entirely neglected in our schools and colleges, and should devolve upon the teacher of history. It is not intended that such works should replace, but supplement the usual methods of instruction. The so-called "inductive method" is to be favored only as a means to a definite end, namely, the cultivation of the critical faculties of the student. The sources are both available and interesting. A variety of arguments can be urged against the attempt to teach general history, which seems destined, according to every analogy in other studies, to give way to the consideration of the great epochs of history.

THE PLACE OF HISTORY IN THE PREPARATORY SCHOOLS

*Principal Henry P. Warren,
Albany Academy*

Sciences teach the virtue of truth. History teaches all the virtues. History is the universal study; it is as objective as science, and as subjective as prose literature. It touches life on all sides. This is a cynical age: an age of bicycles, football, and leisure. Saturate the boy with the life of the past before he joins the athletic crowd, and he cannot become wholly absorbed by sport. Introduce him to men who lived grandly, perhaps died heroically. Make him as intimate with the personality of great Americans as he is with his father's friends.

It is not true that children dislike history. But the history to be taught them must not be a dead insensate thing; it must have sparkle and life, and if it is the story of what men did with the vital spark intact, it appeals to any child's imagination. But it is facts that a boy should acquire in his preliminary historical work. Theory is reserved for the time when he shall have mastered his ground-work of fact—when he leaves the college for the university.

CIVICS IN THE SECONDARY SCHOOLS

*Mr. Samuel E. Forman, of the
Johns Hopkins University*

Teachers are in direct touch with a million of minds that may be trained to think clearly upon political matters. It is the privilege and duty of the schools to indoctrinate this vast body of young people in principles of good government and to inspire them with intelligent patriotism. By the general teaching of civil government we may arrive at a higher public morality. If the teaching of civics is to be effectual, it must be approached upon the ethical side. Citizenship is a matter of conduct; good citizenship is patriotism touched by morality. The key to the method to be employed is to make

business for the pupils. Resolve the class into some kind of civic body, as a Senate, a Congress, a town-meeting. It was in such bodies that the civic qualities of the race were developed and it is in such bodies that the young may be most profitably trained for citizenship. By means of debate some of the cardinal virtues of the citizen may be learned. Every high school should have its debating society, the management of which should be a part of the regular work of the school.

FIVE-MINUTE DISCUSSION

*Dr. George M. Phillips, State Normal School,
West Chester, Pa.*

Many of our citizens are sadly ignorant of our government. This is partly due to its complicated character. In Pennsylvania, and in many other states, as many as six different "governments" hold jurisdiction, and every citizen there is under at least four. The complicated nature of our government may indicate a high type of governmental development. We can not emphasize too strongly the importance of a knowledge of our government by educated men. The catalogue of five leading universities and colleges within the bounds of this association, show that none require any knowledge of this subject for entrance, and only one makes it a required study in its regular academic course. Yet no one should be allowed to graduate at an American college without a good knowledge of his own government. High schools and academies should make it a special study, and public schools generally should teach it in connection with the history of the United States. No public school teacher should be granted a certificate till he has shown fair knowledge of his government. The prevalent feeling of unrest and dissatisfaction furnishes a most important reason why the principles of good government and sound political ideas should be generally taught; and the educated classes should lead in this movement.

*Mr. Glenn Mead, Episcopal Academy,
Philadelphia*

My text is the eight-year course, suggested by the History Conference. I plead for an increase in the amount of history studied in our schools for two reasons: first, the need of historical study for the power it gives to judge correctly in the world of politics, to tell the sham statesman from the true; second, the attractiveness of the study, its fascination for good students and poor, for the bright and the dull, the lazy and the industrious; its power for arousing and sustaining interest. The eight-year course is open to criticism for two reasons: first, it demands too much work and too hard work for undeveloped pupils; second, it resembles too closely the severe work exacted in college. I strongly urge the entire omission of the eighth year of "intensive" study.

1 P. M. After the morning session the delegates were invited to a luncheon at Home C. of the Woman's College. Here about 125 guests were so beautifully entertained that the afternoon session was not called to order till after 3 P. M. The afternoon session was held in the chapel of the Woman's College. The chief business was

THE DISCUSSION OF THE REPORT ON THE REQUIREMENTS FOR ENTRANCE EXAMINATIONS IN ENGLISH OF THE COMMITTEE OF TEN, APPOINTED BY THE ASSOCIATION AT THE LAST ANNUAL CONVENTION.

The general recommendations of this report are as follows:

1. That the time allowed for the English examinations for entrance to college be not less than two hours.
2. That the books prescribed be divided into two groups—one for reading, the other for more careful study.
3. That in connection with the reading and study of the prescribed books parallel or subsidiary reading be encouraged.
4. That a considerable amount of English poetry be committed to memory in preparatory study.

5. That the essentials of English Grammar, even if there is no examination in that subject, be not neglected in preparatory study.

The part of the Report that deals with the subject of College Entrance Requirements in English urges uniformity in the demands to be made by the various colleges, and divides the books upon which applicants are to be examined into two groups: first, those that are to be read for a general knowledge of their substance; and, second, those that are to be thoroughly mastered so that the applicant may be examined upon their subject matter form and structure.

This is an abridged statement of the Report which furnished the theme for discussion at the session Friday afternoon. A more complete statement of the history of the appointment of the Conference, as well as of its report, will be found on pages 648-653 of the December number of the *School Review*.

The outline of the discussion is shown by the following abstracts:

Professor Francis Hovey Stoddard, of the University of the City of New York, presented the report of the committee and opened the discussion.

The report of the committee is before you. It is most fortunate that the committee as appointed was so large and was representative of such diverse educational interests. The problem set to be solved was an exceedingly difficult one. From the preparatory schools came an imperative demand for a reasonable uniformity in entrance standards. Whatever theoretic objections may be made to it, under modern conditions such uniformity is the price to be paid if preparatory instruction in English is to be given in our schools at all.

But the systematic teaching of English is a modern enterprise. English teaching has been the field for varied and interesting experiments. Every plan seemed to be supported by a proposition, the overthrow of which would impair great educational systems. But the very diversity of usage suggested a method of procedure. The committee prepared circular let-

ters of inquiry, and sent them to about one hundred colleges and four hundred preparatory schools. The responses were carefully tabulated, and it is upon these that the report is based ; and the confidence with which we present this report is based far more upon this consensus of excellent opinion than upon the satisfaction with which any member of the committee views any specific detail of the scheme.

The simplest solution of the difficulty would have been to adopt the system in use in most of the New England colleges. But criticism of this system came from New England itself : the colleges there had outgrown it, and demanded a larger and more flexible system. Correspondence was opened with the New England Association of Colleges and Preparatory Schools, and with the Commission of Colleges in New England on Entrance Examinations. Delegates from New England met the members of this committee, and after joint deliberation the report was drawn up which forms the basis of our recommendations.

In our report are recognized two applications of theoretic principle and two necessities of practical procedure. We have endeavored to make some definite statement of the relation that an examination for admission to college ought to have to all parties concerned. If held at all, the examination ought to be something more than an ingeniously devised inquisition for sorting candidates ; it ought to give the candidate as well as the examiner an opportunity. It ought to be a presentation in brief of some of the most desired results of the candidate's previous work. The brief time possible for the examination compels a limitation of amount of work, and also of kind of work. Certain subjects, excellent in school work, seem somewhat undesirable as examination tests. Therefore, the principles of selection of fit examination subjects made our first problem. We have tried to solve this problem by such a treatment of the entire examination requirement as would express its purpose and extent ; it was determined to frame the entire requirement so that the treatment, the training, and the proficiency

desired, rather than certain specific examinations of details should be given.

To put this resolve into practice involves the second problem of theory. This was to discover, if possible, what basis of uniformity underlay the conflicting usages of colleges and schools. The principles finally settled upon are clearly enough given in the examination form. They suggest that the selection of the works to be studied, as well as the definite presentation of a general method of study, is within the province of the education requirement. For each year a number of works are set for reading and practice, and a smaller number for study and practice.

Two practical demands must be met. One is the demand from both schools and colleges that as much as possible we should avoid disturbance of the existing courses in schools, and of the published announcements of colleges. The second was a demand for flexibility of amount while preserving uniformity of kind in the preparatory school work. The first of these demands was met by the adoption without change of the books recommended for 1895, 1896, and 1897, by the New England commission; and even for 1898 no very radical changes are made. The second of these practical demands—for flexibility of amount in the examination—really arises from the comparative newness of thorough teaching in English work. So we have divided the examination into two sections, presuming that colleges desiring a less extended test might let either section first or section second stand as the entire examination, or might prescribe only a portion of the suggested books; that colleges desiring a more extended test might lay greater or less stress on one or other of the separate sections, or might set section one as a preliminary with expectation of a more rigid test on section two.

To hold the ground already gained, to get elasticity with consistency, to choose the excellent element underlying the existing usage, and to make such an examination as may prove a

connecting link between the work of the schools and that of the colleges—these were the objects sought.

Professor James W. Bright, of the Johns Hopkins University

It is all important that the teachers in the schools conform to the spirit of the new law. The books required to be read may be read, and the books to be studied may be studied; that would be much, for the letter of the law is also good, but the spirit is better. The implied doctrine of the report may be summarized as follows:

1. Every pupil in the secondary schools should receive guidance and control in reading books as literature, and in acquiring the habit of storing up in the mind notable lines from the poets. This is purely ethical. It assumes no speculative doctrine, but merely the belief in what is universally acknowledged to be good.

2. Every pupil in the secondary schools should be trained and encouraged in writing his own language. There is apparently a trace of doctrine underlying this; but it is doctrine so little removed from pure ethics—mere rightness of conduct—that for it too may be claimed a universal assent. One of the principles here involved was formulated by the author of *Tom Jones* thus: "An Essay to prove that an author will write better for having some knowledge of the subject on which he writes."

3. By easy and natural gradation every pupil in the secondary schools should be taught to perceive the grammatical structure of his vernacular and those features of expression which give to language clearness, precision, fitness, and effectiveness. Here the sense of the report puts the stress upon *natural gradation*, and thus excludes premature technicality in what are called Grammar and Rhetoric. If this stress be admitted, there can be no withholding of unqualified approval of this feature of the report.

4. Every pupil in the secondary schools should be required

to study several representative books, poems, and essays, so that he may know them in some true sense as literature; that from them and from reflection upon the conditions of their production, he may be introduced to a perception of the fundamental principles of literature as an art, with respect to its forms, its functions, its history. That the discipline of the secondary schools should contribute this much to the foundation of true culture has, happily, become too obvious to admit discussion. Let me cite a few words from two of the most recent works of fiction, words which contain something more than mere antithesis: "The average reader who reads much remembers little, and is absurdly inaccurate." "It is wonderful how much one does learn when he does not read." No one should be "absurdly inaccurate" if he has been to school, for he should be no longer an "average reader," but one who has *learned to read*, and one who has learned how to learn when he is not reading.

Mr. Wilson Farrand, Newark Academy

When, a year ago, I ventured upon some mild criticism of the college requirements in English, I little thought that I should so soon be accorded the privilege of urging the adoption of a plan that meets squarely every objection then made. The first objection to the old requirements was that they were not definite. The report before us sets up a definite standard. Clearness and accuracy are the qualities of style to be secured. What sort of study of the books is desired, is stated as explicitly as is wise or possible. The second objection was that the old requirements set up a wrong standard. The report marks an advance in this respect; negatively, by abolishing the "essay" form of examination; positively, by providing for both general reading and close study, and by recognizing the unity and historical continuity of our literature. The third objection was that the old requirements were not rigidly enforced. No report of committee can directly affect this laxity; but the more definite and the more rational the

requirement, the easier it will be for the schools to live up to it, and for the college to insist that the schools shall live up to it. The fourth objection, and the chief objection, was that the old requirements were not uniform. Many schools have had to prepare the pupils of a single class to meet four or five different requirements. The result has been that the schools either have been overburdened, or have deliberately slighted the work. It is the unanimous testimony of schoolmasters that they can do better work with a uniform requirement, even if it is not the best that can be devised.

This report meets squarely every important objection to the old system, and will give us substantial uniformity. The advantages to be gained by uniformity more than overbalance any possible defects in the report. In the name of the preparatory schools, I appeal to the colleges to adopt it, even though they may not approve of all its details. So doing they will make this requirement a help and not a hindrance, and do much to raise to its proper place the teaching of the English language and literature.

Professor Bliss Perry, College of New Jersey, Princeton

The recommendation of the report with reference to the memorizing of poetry supplements admirably those phases of the report which define strictly the limits of the English examination. In teaching imaginative literature the best results are those which are too intangible to be registered. A boy should be helped to feel poetry as well as taught to understand it, and though analytic methods have a place in preparatory work they should be accompanied by methods that enable the pupil to feel the power of a poem as an artistic whole. The memorizing recommended by the report should however imply an effective oral rendering, inasmuch as a poem reveals itself as a work of art only when interpreted by the voice. The vocal interpretation of poetry in the preparatory years is desirable on three grounds: it restores the balance between knowledge and feeling; it teaches, better than anything else, the

secrets of poetic form ; and it implies an adequate realization of the content of poetry.

DISCUSSION UNDER THE FIVE-MINUTE RULE

Professor Francis A. March, Lafayette College

This plan demands that five recitations a week shall be given the English through the whole of a high-school course of four years. There should be one literature day a week. The books to be read should be carefully divided into suitable weekly portions ; and the recitation should be occupied with examining to see that the weekly portion has been read and understood, and with exciting interest in the reading. Biography of authors and something of the history of literature belongs with this day. It would be well to have a printed program of each of the exercises of the year with liberal directions and suggestions to teachers as to the topics to bring forward and methods of making the literature days educative and interesting. Model exercises for the different kinds of reading might be given. Colleges which accept certificates in place of examinations may well require certificates stating specifically that the full number of literature days have been taken.

Two days a week at least should be given to recitations on the books prescribed for study. These recitations should be like those in Latin and Greek, analyzing the text, and reading it clause by clause, attending to grammar and dictionary work, and to rhetorical, biographical, metrical, esthetical, and other matters, so as to be ready for an examination paper or any passage in the prescribed books.

There should be two practice days every week to prepare pupils to read aloud to others and to speak in public ; and to write letters, advertisements, reports, descriptions, and the like. These days may also be used in part upon the literature ; pupils reading selected passages from it, reciting passages of poetry and prose, and writing on topics connected with it.

School exercise-books may be sent up for college examination.

Colleges will no doubt freely accept other books equivalent to those specified, if read and studied in good form, as they do in Latin and Greek ; so that teachers who find themselves unable to prepare new sets of books every year, as most thorough teachers will, can send up students on the same set year after year.

*Professor John B. Van Meter, Dean of the Woman's College,
Baltimore*

Whether the recommendations of the committee present an ideal plan or not, the uniformity that they would tend to bring about, is greatly in their favor. Even a uniform plan will not secure uniform results ; on the other hand, the results that we are seeking are possible, by means of some other plan, to the extent, at least, that different books might be used for both reading and study.

Professor Nicholas Murray Butler, Columbia College

In the brief time allotted to me, I would do three things : (1), commend the report ; (2), point out that no matter how excellent a scheme it may be, it must be sympathetically and intelligently administered ; and (3), move its adoption.

The report was then adopted, with two minor amendments.

5 P. M. At the close of the afternoon session, the delegates were invited to a reception and tea at the Bryn Mawr School. Here they were graciously received by the secretary of the school, Miss Ida Wood, and several of her staff of teachers ; and the delegates were shown about the beautiful school building by a number of the pupils. Tea was served in the gymnasium.

8 P. M. At eight o'clock Friday evening *Professor Ira Remsen, of the Johns Hopkins University*, delivered an address in Levering Hall on

THE POSITION OF THE AMERICAN COLLEGE IN OUR EDUCATIONAL SYSTEM

The following abstract contains the substance of his most admirable and stimulating address :

"The subject to which I ask your attention is as trite as any with which college people and school people have to deal ; and yet it is important, for it is not necessary that a subject should be new in order that it should be important. The subject, in short, is the position occupied by the American college in what is sometimes, by courtesy, called our educational system. It is a subject on which, I am sure, you have all thought a great deal. I have been thinking about it ever since I have had anything to do with colleges ; and while I have not reached a final conclusion, yet I have noticed some things that ought to be remedied.

"I have in mind what is generally spoken of as 'raising the standard.'

"In order that we may understand certain matters of importance, it will be well to go back some time, and inquire what the American college was many years ago—what ideas were in the minds of those who founded the colleges, and of those who had to deal with the colleges that were in operation early in the century."

Dr. Remsen then read an extract from the catalogue of Yale College for 1830-31, giving the requirements for admission, and another extract giving President Dwight's view of the object of the college ; and then gave the present requirements for admission. He then proceeded :

"Now it is clear that the persons who had to deal with colleges in 1830, had not the same object in mind as those who have to deal with the colleges of the present day. Whatever the shortcomings of the colleges may be, they all have certain ideals ; some of them set the pace, and the others are trying to catch up ; so that we must look to the college at the head of the list, and inquire what the ideals of that college are—what it is trying to do—and we shall find out what the other colleges are trying to do. Now, this raising of the standard, in the sense of requiring more work for admission to college, has been going on year after year until matters have reached such a pass that many are asking whether it has not

been overdone, and whether the best thing we can do is not to turn back. The actual state of the case is this. It has been found that the average age of entrance to the leading colleges is between 18 and 19. We are striving, in every way, to get the boys to go to college; yet we have the fact staring us in the face that the boys cannot get through college until they are, (on the average,) 22 or 23 years old. It seems to me that this is clearly wrong. What is the boy going to do after he gets through college? Is that the end of all things for him? The college is but the beginning, not the end of anything.

"Let us not forget that while the colleges are raising the standard the professional schools are also requiring more of their students. Medical schools, for example, are lengthening their course to four years. Thus, between the college on the one hand and the professional school on the other, the student is kept in training until he is about 28 years old; and even then he can hardly be said to be ready to begin his life work. Then suppose a young man wishes to take higher work in the sense in which that expression had come into use: he wants to do graduate work. This cannot properly be taken up until after the college course; so that here also we find that those who undertake such work are handicapped by the long preliminary training we require of them.

"This question will suggest itself: why is it that we are constantly pushing forward, trying to get more and more from those entering college? This is a difficult question to answer. There are no doubt many causes at work, and it is impossible for any one to determine exactly what all of these are; but one of the principal causes is, I believe, the influence of Germany upon those who have to deal with educational matters in this country. The way in which their influence is felt is well known to many of you; but, for the sake of others, permit me to state my view of the case.

"During the last half century, and more, many of the graduates of American colleges have gone abroad, more especially to Germany, to follow higher courses. Some of these have

become expert in the methods there in vogue, and have come back home with the hope of introducing something of that which appealed to them in the foreign country. They have desired to raise something to the grade of the German University, and, finding nothing else to work upon, they have begun upon the college.

"And so we find the machinery of the university transplanted to the college. Practically everything of benefit in the university has been tried in the college. I feel that these experiments will end in failure, and that they are at present doing positive harm to the students. These cannot satisfactorily do the work required of them and must go on in a bungling sort of way without accomplishing the results that the teacher desires.

"As to a remedy for the evil, the clear recognition of the nature of the evil is the first thing needed. If college authorities could be brought to see things as they are, a good beginning would be made. One thing will help us. Let us work persistently to keep clear the distinction between the University and the College ; let it be known that there is a difference, and that we recognize the difference."

Professor Remsen then quoted some authorities on the subject of the difference between the college and the university, especially Presidents Gilman and Low, and said: "These ideas, so clearly expressed, are the ideas which seem to be taking hold ; and I believe one hope for future success in college work and in university work is to be found in adherence to these general ideas. We must endeavor to avoid mixing up the college and the university. This mixing process, as I have already pointed out, is now going on extensively, and I believe that it marks a movement in the wrong direction. I make an appeal for a backward movement in so far as the requirements for admission to college are concerned, and therefore as far as the amount of work required of the college student is concerned. I believe a simpler course would give better results. I believe that if students in college were required to do less, they would do more."

9 P. M. After Professor Remsen's address the delegates adjourned to McCoy Hall, where a reception was tendered them by the Johns Hopkins University. The handsome new building was decorated for the occasion. At 9:30 some of the visitors went to one of the small lecture rooms where Dr. Charles L. Poor, Associate Professor of Astronomy at Johns Hopkins, delivered a short illustrated lecture on "Recent Observations on the Planet Mars." Others assembled in the main hall to be entertained by Miss Hermine Lueders, a pianist of Mrs. Lefebvre's School, and by a stringed orchestra. At ten o'clock the main library and the seminary rooms were thrown open for inspection. The reception committee consisted of President Gilman and several members of his faculty, and the representatives of the largest educational institutions of Baltimore.

SATURDAY, DEC. 1.

9:30 A. M. The closing session of the Convention was held in Levering Hall, of the Johns Hopkins University. The reports of the treasurer and of the committee to audit the treasurer's account were accepted. The committee on nominations submitted the following as officers of the association for the coming year:

President: Professor Nicholas Murray Butler, Columbia College, New York.

Vice Presidents: Professor Lucy M. Salmon, Vassar College; President E. B. Warfield, Lafayette College; Professor Bliss Perry, College of New Jersey; Principal Isaac T. Johnson, Friends' School, Wilmington, Del.; Dean John B. Van Meter, Woman's College, Baltimore.

Secretary: Professor John Quincy Adams, University of Pennsylvania.

Treasurer: Professor John B. Kieffer, Franklin and Marshall College.

Executive Committee: The President, Secretary, and Treasurer *ex officio*; President Daniel C. Gilman, Johns Hopkins; Dean N. L. Andrews, Colgate University; Head Master

James C. McKenzie, Lawrenceville School ; Principal Julius Sachs, Collegiate Institute, New York.

The report was accepted, and the nominees were elected.

Then followed a discussion of the special theme set for the session,

THE FUTURE OF THE COLLEGE

Mr. Talcott Williams, Philadelphia Press

I deplore the lack of statistics from which safe inferences may be drawn as to the sources of supply from which our colleges derive their students. But I place before the Convention the results of inquiries that I have made. Two deductions seem to be safe. First, the amazing value of large college endowments and of large, conspicuous colleges in stimulating the appetite for a college education. In a large sense colleges, like Darwin's earthworms, create the soil in which they grow. Is it not clear from statistics that the attendance on detached colleges must be created by their presence and would not exist without them ? Is not their future growth and multiplication an absolute necessity, if a college appetite is to be created as strong as that which exists in Massachusetts and Connecticut ? In short, in considering the future of the college as apart from the university, are we not apt to overlook the need of educating the community as well as the individual, and the necessity of scattering colleges so as to create by their influence the soil out of which the college student will grow ?

Secondly, if colleges have a local command over their attendance, so that a large part is due to place, and they are sought, not because they are cheap and easy, but because they are near, it is plain that standards could be raised and qualifications at entrances and for a degree advanced without the risk of losing students. Since locality counts for so much, students will rise to the standard of the college. Ought not, then, the detached colleges to unite in common examinations for en-

trance of an advanced standard? Relying on the tendency of all college attendance to be local, competition being reduced by even a moderate distance, colleges may safely apply more rigorous standards with the certainty that while the education they give will improve, the attendance by which they are supported will not be lessened.

President Isaac Sharpless, Haverford College

There are in the United States about 295 colleges without professional or considerable graduate departments, containing 22,500 collegiate students or 76 to a college. Their productive endowments aggregate \$22,000,000 and they have 1,000,000 volumes in libraries. They will probably continue to exist, except such as should be relegated to secondary schools or die by coalescence.

The reasons which will induce patrons to support them are : 1, the loyalty of alumni and friends ; 2, their religious associations and definite Christian teaching ; 3, better moral conditions, particularly among the Freshman, arising from closer acquaintance ; 4, better sanitary conditions, being usually in the country ; 5, the stimulus of a few great men, who will be closer to the students than in a large university. Roughly there are three classes of small colleges : the dishonest ones, which are deceiving the public and their students ; the honest but weak ones, which constitute a large class and need sympathy and encouragement ; and the strong ones with a definite field to occupy and which believe in their own work and are not ambitious to be universities or very large institutions.

The programme for them to follow is to get into close touch with high schools and academies of their neighborhood and to admit with moderate but honest requirements embracing two of the four foreign languages, to keep within their proper functions by getting rid of preparatory and professional departments (unless amply endowed) and send their graduates to the large universities for future work, to select professors with great hearts as well as great minds who will impress students.

if unable to spend much money to secure a few good men rather than a number of mediocre ones, to make college life full, rich, and interesting with lectures and entertainments centering in the college, to develop a good *esprit de corps*, and to keep out low-lived students and encourage practical religion.

The normal points of such colleges would be manly and conscientious graduates with a fair amount of accurate information and a desire for more. There will be found patrons for such colleges.

President Ethelbert D. Warfield, Lafayette College

Our colleges are living organisms. They owe their origin and development to many causes. The laws of their growth are to be discovered by investigation, not by sage assumption. Their future will depend on wise management, prompt response to public demand, judicious directing of educational ideals, not on definitions or attempts to establish on a uniform basis. The duty of our colleges is to grow as the country grows. This they have done from log school-houses to great institutions. They have done this with sturdy independence, resisting, while using, foreign influences. The college represents the fundamental element of higher education, the first and once indispensable course in the Humanities. Hence some of our colleges have naturally added, as they were able, other courses, and have become universities of the European type. The questions each college must answer are: 1,—does it hope to become a true university? or, 2,—does it mean to be only a college? Either course is legitimate. The great thing is to let the substance go before the name. Let a college be a good college, well equipped with faculty, apparatus, and buildings, and much resorted to by students—before it expands. Then let expansion come only with a definite demand and adequate funds. On the other hand, let the college that finds itself crowded out frankly recognize its loss of prestige and become a good academy rather than a poor college. Such differentia-

tion is characteristic of evolution. It should depend on the force of circumstances, however, and not on legislative enactment. The great determinator of the future of institutions, as of men, is the vital force that they possess. Every institution must be left to work out its own career, frowned on when pretending to do what it does not do, encouraged when it does its part faithfully, kept under the eye of an enlightened public criticism, but free from the trammels of the doctrinaire.

President M. W. Stryker, Hamilton College

The compiler of this report has been unable to secure from President Stryker an abstract of his extraordinary paper. His theme was the defense of the small college as a Christian training-school; and his paper was in all respects one of the most notable and effective read at the convention: virile, philosophical, epigrammatic. No one but the writer of the paper would be foolish enough to essay the task of condensing its wisdom and beauty into an abstract. But it should be said for the consolation of those who were not fortunate enough to hear President Stryker that the paper will soon appear in *The Independent*.

Professor Edmund J. James, University of Pennsylvania

Professor James has been so busy since the convention that he has been unable to prepare a synopsis of his remarks; and he spoke with such rapidity, and from such a store-house of information, that no reporter could keep pace with him. It is to be hoped that he will prepare for publication an article on the theme that he discussed—the Evolution and the Proper work of the American College.

Principal Isaac T. Johnson, Friends' School, Wilmington, Del.

The future of the college will be to make cultured citizens, not specialists in science, the arts, or professional work. To secure this result, they will attempt only such work as they can do well and avoid expensive equipments in

many departments, and have the best in a few. They will maintain scholarships at the university to encourage special and advanced study by such students as prove themselves capable and worthy. There will probably be more uniformity in the substance, requirements, and course of study. Colleges of the same district should unite for mutual advantage and secure common instruction. Many of those in control of colleges do not recognize the need of keeping the cost of a college education within the reach of poor men's children. The advantages of a college education should be brought within the reach of a larger number than at present.

Under the head of miscellaneous business, ex-President McGill, of Swarthmore College, introduced two resolutions which led to a lively discussion. These resolutions were as follows :

"Resolved: that a Committee of Ten, representing the three classes of institutions belonging to this Association, be appointed by the chair, to report at our next annual meeting a proposed minimum grade of an institution hereafter to be admitted to our list of preparatory or high schools; the minimum grade which shall entitle an institution to be admitted to our list of colleges; and the minimum grade which shall determine the admission of an institution to our list of universities.

"Resolved: that this committee be further instructed to consider and report at our next annual meeting, whether the time has not come for this Association to recommend most earnestly that each of the three classes of institutions represented in our body should, as fast as such a course may be found practicable, be placed under separate management; the preparatory schools not aiming to do college work by attempting the preparation of students for any but the Freshman class of the college; the colleges not carrying, as a part of their work, a preparatory school, on the one hand, nor aiming to imitate university methods on the other; and the universities, in like manner, not trenching upon the work of colleges by admitting undergraduate classes."

After an animated discussion the resolutions were placed in the hands of the Executive Committee with power to decide whether such resolutions should be put upon the programme for discussion at the next annual convention.

Upon a motion made by Dr. E. J. James it was voted that the chair appoint a committee of five to collect educational statistics, with reference to attendance at preparatory schools, colleges, and universities. This committee, subsequently appointed, consists of Professor R. P. Falkner of the University of Pennsylvania, Professor Richmond Mayo Smith of Columbia College, Principal C. H. Thurber of Colgate Academy, Mr. T. W. Sidwell of the Friends' School, Washington, D. C., and Mr. Talcott Williams of Philadelphia.

Resolutions were passed, thanking the authorities of the Johns Hopkins University, the Woman's College, and the Bryn Mawr School, for their generous courtesy to the delegates and thanking Professor John Quincy Adams for his effective work as Secretary of the Association. Resolutions were also passed expressing profound regret at the death of President McCosh of Princeton, and President Welling of the Columbian University, Washington. Thereupon the Convention adjourned after a very profitable and fruitful meeting.

Since the adjournment of the Convention it has been announced in the newspapers that the Executive Committee have chosen Lafayette College, Easton, Pa., as the place for holding the next Convention.

Laurenceville School

L. C. Hull

COMMUNICATION

HIGH SCHOOL CLASSICAL LIBRARY

At the Spring meeting of the Michigan Schoolmaster's Club, held in March, 1894, a committee was appointed to prepare a careful report on the subject, "The High School Classical Library." The Committee were requested to make a collection of the best editions of the classics studied in preparatory schools, and to designate the best manuals and books of reference in the various departments of classical philology that come within the range of preparatory work.

This Committee, of which Mr. C. L. Meader, of the Latin

department of the University of Michigan, is chairman, has already done a great deal of work ; but in making its selections it wishes to enlist the good offices of as large a number of classical teachers as possible, in order to have the benefit of their judgment. To this end it requests all workers in classics who may see this notice, to submit to it the titles of the books of reference which they prefer, or have found most helpful to themselves and their students.

The Committee will make its report at the Classical Conference which will be held at Ann Arbor on the 27th and 28th of next March. The list in its final form will be published in the SCHOOL REVIEW ; and it will no doubt be of great value to teachers, not only as a guide to the choice of books, but as a means of impressing upon the authorities of their respective schools the importance of purchasing the works recommended. All those who will kindly help in this matter are requested to send their lists as early as possible to

Mr. C. L. Meader

No. 9 East University Ave.

Ann Arbor, Michigan

A REPLY

The Inductive Method can not be disposed of so summarily as its adverse critic, Professor Wheeler, imagines, whose article in the REVIEW for November contains more satire than logic.

That one pupil has been found who could not translate *post ejus mortem* after two years study of Latin by this method proves nothing but the stupidity of the scholar ; for an average class, taught by an average teacher, would consider it a joke to be asked to translate the above Latin phrase after two years' study of the Inductive Method.

Its friends claim that it saves much time, secures greater accuracy and readiness in translation, arouses enthusiasm and leads to the fountain of true habits of study.

In forty weeks, with five periods a week, a class taught by a competent teacher, can master Cæsar and be well prepared for Virgil or Cicero.

Over against these "Reports coming in from all sides," let us place the testimony of such teachers as Professors Goodell of Yale, Merrill of Wesleyan, Lord of Wesleyan, and investigate for ourselves before making a hasty decision.

Elmer E. French

McGaw Normal Institute

BOOK DEPARTMENT

Latin Historical Inscriptions. By G. McN. RUSHFORTH, M. A., St. John's College, Oxford. pp. xxvii. 144. Oxford: The Clarendon Press. New York: Macmillan & Co.

This volume has been prepared for the purpose of enabling "the younger class of students to realize the value of inscriptions as historical evidence." While it might be used as an elementary handbook of Latin Epigraphy, its plan and scope fit it for much more important service than this. In a general way, it demonstrates the value of inscriptions as sources of historical information, and shows the proper method of interpreting them. Practically, it accomplishes a still more definite result in confirming many important facts in the history of the Early Empire by evidence obtained from contemporary monuments, and from records on marble and bronze.

The materials have been taken for the most part from the *Corpus Inscriptionum Latinarum*, and so far as practicable, the text of the larger work has been reproduced in form and appearance. In some instances, however, especially in the longer documents, certain modifications in typography and arrangement have been introduced when such changes seemed desirable for the sake of convenience, and when they did not necessarily involve any material sacrifice of the historical value of the Latin text. In all such matters, however, the author has wisely adopted a conservative course. A few coins have been added to show the value of such antiques as supplementary aids in the interpretation and verification of the records carved on sepulchral monuments and public structures.

The introduction has been prepared for students who take up the study of this subject for the first time. It contains brief but well digested explanations of epigraphical terms, an enumeration of the different forms of inscriptions proper, and a clear, comprehensive account of the various kinds of public documents which were engraved upon metal and stone. The introductory portion closes with a bibliography, and a list of the principal abbreviations employed in ancient records. In the former, the most important collections are given, but no attempt is made to furnish a complete list of authorities and illustrative works. The general features of the introduction are supplemented, when necessary in the case of particular in-

scriptions, by special explanatory notes, to which are added historical and epigraphical references.

The main body of the work comprises two parts, the first devoted to Augustus, the second beginning with the reign of Tiberius and closing with the accession of Vespasian. In the former, the inscriptions relate to the foundation of the principate, the organization of the provinces, the condition of Rome and Italy, the Imperial family, and the deification and worship of Augustus. In the second part are given many facts gleaned from epigraphical remains and bearing directly upon the history of different emperors and prominent personages from 14 to 69 A. D., together with some account of the administration of the public treasury, and the general condition of Italy, the provinces, and the frontier during that period.

Unusual forms of inflection receive sufficient explanation to make them perfectly intelligible even to beginners; but the author purposely refrains from dwelling upon these peculiarities or making use of them to illustrate the growth and development of the Latin tongue.

The student is introduced at once to the interpretation of inscriptions for historical rather than linguistic ends. He is not only made to feel their transcendent importance for this purpose, but he is also taught how to obtain and apply for himself the full meaning which they contain either directly or by way of implication. So completely has the author kept himself in sympathy with the learner, and so skillfully has he performed his task, that the earnest student need find no difficulty in thoroughly mastering the contents of the book by his own unaided efforts.

In sifting evidence and elucidating the meaning of inscriptions the author often cites explanatory statements and corroborative testimony from Greek and Roman historians. These citations are rarely numerous, but merely sufficient to show the proper method of interpretation. But this very lack of completeness, which characterizes many of the notes, adds to the practical value of the book for purposes of instruction. The pupil need only follow in the way marked out by the author, and enlarge from his own reading the number of quotations applicable to the point under consideration, to have his interest in the subject increased and the disciplinary and educational value of the study greatly enhanced.

It would be interesting, did space permit, to notice some of

the more instructive inscriptions and important documents included in this collection. Of the longer selections, No. 70, *Lex de Imperio* (C. I. L. VI. 930.) and No. 79, "The Giving of Roman Citizenship to the *Anauni*" (C. I. L. V. 5050), are most worthy of mention. Of inscriptions proper, No. 23, "Syria under P. Sulpicius. A. D. 6" (C. I. L. III. Suppl. 6687), is both valuable from the information it conveys and interesting on account of the various vicissitudes and 'peculiar history of the inscription itself. It furnishes the learner one of the best examples of historical interpretation in the entire work.

The book is rendered convenient for use by a general index and three special indices. As a text-book it would prove a most valuable supplement to Allen's *Remnants of Early Latin*, and likewise to the larger work of Wordsworth *Fragments and Specimens of Early Latin*.

F. E. Rockwood

Bucknell University

Essays and Letters selected from the writings of JOHN RUSKIN with Introductory Interpretations and Annotations. Edited by MRS. LOIS G. HUBBARD, Teacher of English Literature in the High School of Indianapolis, Indiana. pp. 441. GINN & Co., Boston.

There is a charming paper on "Some Personal Reminiscences of Walter Pater" in the *Atlantic Monthly* for December, a writer to be read after Ruskin for suggestive criticism of a ripper scholarship, a more exclusive aestheticism, and ideals of thought and expression more austere and clothed in a rarer atmosphere of beauty,—those beatific visions on which the eyes of both Ruskin and Pater are perpetually fixed, albeit from a different point of view. In this paper by William Sharp, Pater is recorded to have said of Ruskin that of the six men then living who are certain to be famous in days to come, he has had by far the most influence over the sentiment of people. And sentiment of the best kind, sentiment clarified, is such a valuable element in education that every help in the way of it is to be welcomed. For "the sentiment of the ideal life is none other than man's normal life as he shall one day know it," is a saying of George Sand which was endorsed more than once by Matthew Arnold. Ruskin has his place as the trainer of sentiment in the library of every teacher and in a generous course of reading for every student ready for this sort of thing.

This book is one of the best that we have met as an introduction to the ever brilliant, but voluminous and erratic Ruskin. There is enough judiciously chosen and annotated to give a clear and strong impression of the man, his criticism of life and art, and his charm of style. The contents include an introduction of twenty-five pages that reads like literature. It has the merits of interest and restraint. A list of collected works with dates of publication follows, and bibliographical references, half a score of good books easily attainable. Then come the selections. *Sesame and Lilies*:—Of Kings' Treasuries, of Queens' Gardens, which every school-girl should read, ponder, and inwardly digest: *Unto this Feast*:—Fors' Clavigera:—Athena, Queen of the Air:—to be read by every boy and girl in the classical course of the academy or high school to find how suggestive to a generous and noble mind are the old Greek myths, "how full of noble enchantment for those who can use them," albeit Ruskin is sometimes over fanciful in his interpretations. And last, but not least in suggestiveness, are a few pages on Mr. Ruskin as a teacher, and selections giving his views on education. His emphasis on the educational value of music in its power to develop pure moral emotion, on the "vital and joyful study of natural history," on the exclusion of the stimulus of competition, and of severe and frequent examinations, and above all on the beatitude, the joy of education, the just gladness of it, gives these thoughts a genuine pedagogical value. "The great leading error in modern times is the mistaking erudition for education," is characteristic and indicates Ruskin's attitude as a teacher who was stimulating if not erudite.

We wish that every teacher and pupil in secondary schools could read this book. The mission of beauty in American education is a great one, and has hardly yet been entered upon. Beauty, reverence, joy, righteousness, these belong to education even if they are not its conscious aims. And the awakening of the sentiment of the ideal life, that is the first step and best gift of the teacher or the book. To this end this book may be heartily commended as a whole, or in parts as suggested.

One thing only would we suggest. The book is worth an index. We should also like to see a brief and judicious criticism of Ruskin, or rather a correct estimate of his works as a

hint that the pupil is not to rely too implicitly upon him, especially as a guide in economic thought.

Adams, N. Y.

O. B. Rhodes

Chronological Outlines of American Literature. By SELDEN L. WHITCOMB, with an introduction by Brander Matthews. pp. 285. New York and London; Macmillan & Co. Price \$1.25.

Mr. Whitcomb's book, as we are told in the preface, is modeled upon the similar *Outlines of English Literature* by Mr. Frederick Ryland. It differs mainly in a somewhat more inclusive plan, made possible by the fewer years of our literary history, and by incorporating, as was not done in the English book, the works of contemporary writers. As the great value of such a publication is not alone in its accuracy, but in its completeness, the book before us is relatively better than its predecessor. The inclusiveness of the book may be seen from the first entry, that of John Smith's *True Relation* (1608) to the last, that of the *Standard Dictionary* (1894.) A very commendable feature is the column devoted to British literature, with which it is always helpful to make comparison. There is but one suggestion which seems worth making in connection with the book. In part II, both of Mr. Ryland's and Mr. Whitcomb's books, the list of authors does not include all those referred to in part I. If this is not advisable, it would at least seem important to make some reference by index to authors not otherwise mentioned in alphabetical order. This might easily be done in a subsequent edition. The book, notwithstanding this, is an important contribution to a knowledge of our American literature, and will be heartily welcomed by teacher and student.

Cornell University

Oliver Farrar Emerson

First Latin Book. By WILLIAM C. COLLAR and M. GRANT DANIELL. Boston: Ginn & Company.

It is announced by the authors in the preface that this book is not a revision of *The Beginner's Book*, and is not intended to supersede that work. The fate which they deprecate is, however, very likely to overtake the earlier publication, for it is certainly surpassed by this new candidate for public honors. The appearance of this book is much more attractive, the tables of declension and conjugation at the end are an un-

questionable advantage, the locative case has better treatment, as also have the uses of the subjunctive, the conditions, the ablative absolute; and in short almost all the subjects are more clearly presented.

From one end of the book to the other there are evidences of a more correct appreciation of what are the difficulties of the beginner, and of what will interest him. This is especially true of the sentences for translation.

The changes in arrangement seems to be all for the better, with the possible exception of the fourth conjugation, which might have been introduced earlier with advantage to those teachers whose classes read much in Gradation in connection with their work in the First Latin Book. But this is by no means a serious matter, and will not be noticed in most schools.

There is abundant cause for congratulation in the fact that the authors have decided that verbs have vowel stems, that the stem of *amare* is *ama*—and not *am*—. Much time has been consumed by many instructors in eradicating the heterodoxy which the Beginner's Latin Book inculcated on this point.

There are, of course, a few opportunities for unfavorable comment. For example, the omission of the future participle from chapter LVI. is a doubtful gain, dependent clauses in indirect discourse receive no consideration whatever, *quis* with *si* etc., is so common as an indefinite pronoun that it deserves attention, and the more thoroughly a student learns the rule for *cum* temporal clauses, the more he will berate his first teacher when his Latin horizon begins to widen. These are, however, debatable points, and there is room for great diversity of opinion. There are some slips in marking quantities, but they are so evident that students easily detect them, and they are manifestly the result of haste.

Altogether the book is extremely creditable, both to authors and publishers, and there is cause for thinking that it is the most attractive, the most accurate, and the most comprehensive book of the kind that has yet appeared.

Colgate Academy

Frank A. Gallup

NOTES

An event of unusual importance for classical teaching will take place in the coming spring recess. On Wednesday and Thursday, March 27 and 28, 1895, a Classical Conference will be held at the University of Michigan, Ann Arbor, under the auspices of the Michigan Schoolmasters' Club. The aim of the Conference is twofold: First, to give to those doing work in Latin,

Greek and Ancient History an opportunity to present the results of research; and second, to discuss questions of fundamental importance to the interests of classical study, particularly in the Central and Western States.

At the day sessions of Wednesday and Thursday an interesting programme of papers will be presented.

On Wednesday evening, Professor John Williams White, of Harvard University, will deliver an address.

Thursday evening will be devoted to the discussion of the subject, Should the Study of Latin be commenced below the ninth Grade? in which prominent professors and schoolmen will take part.

An important feature of the Conference will consist in the reports of three committees, appointed a year ago to prepare reports on the following subjects:

(1) Classical Publication in the United States, with especial reference to the question: Do the interests of American Classical Scholarship demand the establishment of a new journal?

(2) Illustrative material for Classical Teaching. This committee will not only present considerations touching the use and abuse of illustrative material, but will also offer lists of the best available helps; examples or copies of the maps, plans, photographs, charts, models and other appliances recommended, will be placed on exhibition during the Conference.

(3) The High School Classical Library. The committee having this subject in charge will have prepared a list of the books considered most valuable for the uses of high school classical students and teachers, covering editions, as well as standard manuals and books of reference in the different departments of Classical Philology; and the books themselves will be placed on exhibition.

Professors and teachers of the classics who find it possible to attend this Conference are cordially invited to be present; and also to contribute papers and take part in the discussions. Papers should not exceed twenty minutes in length; all titles should be handed in not later than March 1st.

The regular spring session of the Schoolmasters' Club will be held on the Friday and Saturday following the Classical Conference, when a programme of wide interest will be presented; it is hoped that as many as possible will attend both meetings.

All sessions will be held in Frieze Hall of the University School of Music, No. 9 Maynard street.

Lodging and board can be obtained at the hotels at a reduced rate, not exceeding \$1.25 per day for room and board.

All titles of papers and other communications regarding the programme should be sent to Professor Francis W. Kelsey, 12 Tappan street, Ann Arbor.

Ginn & Co. announce for February *Molecules and the Molecular Theory of Matter*, by A. D. Risteen.

The latest quarterly issue of *Current History* has an excellent frontispiece portrait of Dr. O. W. Holmes. The contents include a most useful and comprehensive summary of the events of the month covered by this issue.

The feature of the December meeting of the Barnard Club, (Providence, R. I.,) was a post prandial address by Pres. G. Stanley Hall, on "Child Study." This club, by the way, seems to be a model pedagogical union.

Milton's *L'Allegro*, *Il Penseroso*, and *Other Poems*, make up Number 72 of the Riverside Literature Series (Houghton, Mifflin & Co., Boston,) published in the middle of January. This book is made more valuable by the fact that it includes all of the poems of Milton required for admission to the leading colleges of the country.

In response to applications from Buffalo, Rochester, Brooklyn and other points, asking that the scientific treatment of the problems of the house and home recently introduced in Wellesley college, University of Chicago, Pratt Institute, and a number of the best schools, should receive suitable recognition from the regents the examination department of the University of the State of N. Y., has been directed to prepare a syllabus and offer examinations in home science.

The report of Proceedings of the Manual Training Teachers' Association of America, at the meeting at Philadelphia in July last, is being prepared by secretary Geo. Robbins, Frankfort, Ky., from whom copies may be obtained.

A new book for the English teacher is *College Requirements in English*, by Rev. Arthur Wentworth Eaton, B. A., instructor in English in the Cutler School, New York City. Second Series. Cloth. Teacher's price, \$1.12. This volume contains the English Entrance Examination Papers of Harvard, Yale, Princeton, Columbia, and other leading colleges for 1893 and 1894, with the text of the *Report of the Committee of Ten*. (Ginn & Co.)

The Forty-fifth annual meeting of the Vermont State Teachers' Association, held at Rutland, December 6th, 7th and 8th, had a programme of unusual interest. The general discussion on the second morning was given up to the question of "a Minimum Course of Study for the High Schools." The High School section also gave attention to questions affecting the curriculum. That the same questions are being discussed at the same time in Vermont and Michigan and California is fact of tremendous educational significance.

The *School Poetry Book*, a collection of short classic poems, for memorizing, has been prepared by Mr. Jas. H. Penniman, and will shortly be published by D. C. Heath & Co.

Stories from English History by the Rev. A. J. Church, (Macmillan) is the kind of book the title of which always suggest the query, which is the heavier end? In this volume the story telling is so exceedingly well done that it is to be hoped no youthful reader will be frightened away from them because the tales are founded on undeniable facts.

Legends from Norseland, edited by Mara L. Pratt, (Educational Pub. Co.) is rightly placed as a member of a Young Folks' Library of Choice Literature. There are many good illustrations, some very good.

A College Woman by President Charles F. Thwing, (Baker & Taylor Co.) is the best discussion so far of the great problem of the higher education of women. It is hard to see how anyone can read Dr. Thwing's charming pages and fail to look at the subject forever after with a clearer view and from a higher standpoint. The separate college, co-education, and coördinate education are fairly and impartially presented. All are awarded a probably permanent place. But certain strong advantages are claimed for coördinate education, by which is meant administrative union with separate instruction and residence. No phase of the question is left untouched, and the touch is always that of the master. Few books of purely educational character appeal to so large an audience as this one should attract.

A second, revised edition of *Essays on Questions of the Day* by Goldwin Smith, (Macmillan) contains in the preface, matter which brings the several discussions so much up to date as to cover the great strike of last summer and the New York Constitutional Convention. It may be well to say again that the questions discussed are Social and Industrial Revolution, Utopian Visions, The Question of Disestablishment, The Political Crisis in England, The Empire, Woman Suffrage, The Jewish Question, The Irish Question, Prohibition in Canada and the United States. All these questions are attacked with a vigor of thought that is matched only by the all but matchless lucidity, grace and strength of style, of which the author is so easily the master.

Twelfth Night, and *All's Well that Ends Well* are the latest additions to *The Temple Shakespeare* (Macmillan). Wherever they can be afforded, and the cost is but forty-five cents each we wish these little models of good taste in bookmaking might be introduced into school classes.

An Introduction to English Literature, by Henry S. Pancoast (Henry Holt & Co.) is in a way not a stranger, since it is based on the author's *Representative English Literature*. The latter has been long enough out to become pretty well known. The present work varies from its predecessor in omitting all the selections and notes included in the former, and in adding some two hundred pages of original historical and critical matter. This original matter we are glad to say is not at all of the conventional, perfunctory text-book kind. The book is more than usually readable. A map of Shakespeare's London accompanies a bright description of the city as it then was. There is also a good literary map of England. Full bibliographies and a comprehensive chronological table are not the least of the many excellencies of the book.

For the "Student's Edition" of Irving's works many will be grateful. The first volume to be issued is *Tales of a Traveler*, edited by William Lyon Phelps. It is a large 12mo, handsomely printed and handsomely bound, not

a cheap school edition, calculated to inculcate a taste for ill-favored books, but one that the student after the class has finished it, will be glad to add to his little library. The introduction has a good, brief, sympathetic life of Irving. The text is that of the edition of 1849, which was revised by Irving himself. As for the notes we quote from the preface. "I have in the briefest manner explained all important allusions in the notes, instead of directing the student to some other source of information. *It is unfortunate that the general ignorance of the Bible which prevails among both school and college students, makes it necessary to explain even the commonest Scriptural references or quotations.*" The italics are our own. The volume is highly attractive and greatly to be commended. (Putnam's, N. Y. \$1.00.)

There is at present an insurrection of the English language. The noble tongue has been some time in revolt at the cavalier treatment it has received in schools and from scholars. The revolt has become a revolution, the success of which is shown not alone in the great respect now paid the language in all school programmes, but even more, perhaps, by the growth of interest in scholarly treatment of its literary masterpieces. More significant than either is the very considerable tendency on the part of the educated public to read these masterpieces for the pleasure and culture they give. Chaucer's queer spelling is no longer the insurmountable barrier that it once was to so many, and he is now more than a name in the catalogue of English writers. His *Canterbury Tales* have recently been issued in several different editions, suited to various tastes and purses. Of all these there is none likely to come nearer the happy medium that suits the greatest number than *Chaucer's Canterbury Tales*, edited with notes and introduction, Alfred W. Pollard. (Macmillan.) The price (\$3.00) is low for the two volumes, that in all mechanical qualities leave little to be desired. There is about the right amount of introduction; the notes are for the purpose of making the text clear without bothering the reader unduly, and so are placed at the bottom of the page; the glossary at the end of the second volume is as simple as it can well be. The volumes are made to be read, we should say, rather than to be dissected, and read they ought to be, as they invite greatly to that exercise.

Professor Skeat's edition of Chaucer has reached the fifth volume. The volume is entirely devoted to notes on the *Canterbury Tales*. It is needless to say that this is preëminently the scholar's edition. It is an honor to English scholarship, and an ornament to our literature. (Macmillan. \$4.00 a volume.)

A readable outline of the history of painting, in small compass, and at moderate cost, has been needed. The need is now met better than common in *A Text-Book of the History of Painting*, by Professor John C. Van Dyke, of Rutgers's College. (Longmans, Green & Co., N. Y. \$1.00) The work is specially intended for use as a text for colleges and schools where the time given to the study of art is apt to be limited. A book of this kind must cover much ground, speak of many persons, and pass a large number of judg-

ments, giving vast chance for its readers to disagree. It is prone, from the necessities of the author, to be deadly dull. But Professor Van Dyke is not dull. It is surprising what interesting reading he has made of these annals of art. He touches off the characteristics of the various artists with a warmth of color and strength of drawing that would have done credit to the best of those he describes. The book has no less than 110 reproductions of famous paintings, which really illustrate the text, and have, too, a value of their own. There are those who have not seen, and may never see, many great pictures. who will be glad of the opportunity to gain an idea of what they may be like. There is a good bibliography as an aid to further study, and an excellent guide as to where examples of the great masters may be found. This book is so excellent that we are glad to know that a history of architecture and a history of sculpture are soon to appear in the same series.

In *American Writers of To-Day*, by Henry C. Vedder, (Silver, Burdett & Co., New York,) all lovers of literature will find a volume that is full of interest and pleasure, and all teachers of literature one that is nearly indispensable. The book deals largely with authors whose names are on all tongues, whose writings are the daily delight of thousands, and yet about whose lives and works little has been written. The work is, however, as far as may be, from a mere collection of biographical sketches. Enough of the facts of each life is given to satisfy any reasonable curiosity, but no more. There are nineteen entirely distinct essays, treating, among others, of Charles Dudley Warner, Thomas Bailey Aldrich, Crawford, Mrs. Burnett, Bret Harte, Edward Everett Hale, Edward Eggleston, George W. Cable, Richard Henry Stoddard, Frank Stockton, and Joaquin Miller. The strength and the weakness of each author is clearly presented and his best work carefully distinguished from the mass. The essays bear marks of having been originally prepared for newspaper publication, as, indeed, we believe they were. They are, therefore, above all, readable. One does not need to bring to the reading of them the scholar's interest, the book reads itself. In these days there are many necessities that we must do without, but it will be especially hard for the teacher of literature to do without this collection, and it will be a most popular addition, we venture to say, to all school libraries.

FOREIGN NOTES

ENGLISH AT OXFORD

The Educational Times, (London.) Jan. 1895

The regulations for the new school at Oxford are now published. The Board of Studies has drawn up a syllabus which seems respectable as far as the English language is concerned, while it bears witness to the justice of our remarks as to the difficulty in examining in English literature. If a striking illustration is wanted of the folly of coupling together language and literature, philology and æsthetics, it may be found easily enough from the list furnished by the Board. A student may take his choice, it seems, between Icelandic *or* Wordsworth and his contemporaries, 1797-1850; the Comptus of Phillippe de Thau *or* the history of Scottish poetry; Old English language and literature down to 1150 A. D. *or* German literature from 1500 to the death of Goethe, in its bearing on English literature. This is not a joke; men will be seriously classified in comparison with one another on the same lists as having taken the same examination when they will have specialized on totally different subjects, and been marked by different examiners, each with his own standard. It would be as sensible to make one big class-list of the Classical and Mathematical Schools, and a good deal more sensible to run classics and English literature together.

* * *

This, it may be said, is a minor matter. But it is not a trifle, because in practice posts are given largely on the strength of the class-lists, and it will not be good for the study of literature if a man who got his First for his intimate acquaintance with Nicole Bozon or the Gunlaugssaga should be allowed to discourse on Shakespeare at a provincial University college in preference to a man who got a Second by endeavouring to make himself thoroughly familiar with Elizabethan literature. However, nine out of eleven papers set will be common to all candidates, and it is, perhaps, from them that the whole nature of the school may best be judged. Of these nine, one deals with set books in Old English, two with selected Middle English authors and set portions of Chaucer and Langland, one with the history of the language, and one with Gothic, &c. There will be no difficulty in examining here fairly enough, and little need or chance to attempt to touch "literature" in these four papers. Language, archæology, and history will mainly occupy the candidate and examiner here, even if the half paper devoted to Chaucer. So far this is all right; but why call it "literature"?

LONDON SCHOOL CHILDREN

The Journal of Education, (London,) Jan. 1895

The London School Board has had a return compiled showing what had become of the 61,000 boys and 50,000 girls who had recently left its schools. Deducting those who have simply removed or gone to other schools, there

are some 29,000 boys and 26,000 girls to be accounted for. The report is worth all the pains spent upon it, if it did nothing more than belie the contention of the enemies of popular education, that schooling makes boys anxious to be clerks, and girls unwilling to be servants. Of the 29,000 boys, only 547 have gone to "that dry drudgery at the desk's dead wood"; while, of the 26,000 girls, 4,214 have gone to service. The most unsatisfactory feature is the very large number of boys who have gone to swell the ranks of unskilled labour—errand boys and messengers, 6,700. Of apprenticeship to trades, there is hardly a trace, for, of the 245 described as bootmakers, a good many are doubtless only shop-boys; and, of the 635 described as printers most are probably only machine-tenders. "At home" there are 1,505 boys, and 8,437 girls. The list shows 388 news-boys, 522 shop-boys, 306 telegraph-boys, 363 van-boys, 1,081 dress-makers, 156 milliners, and 68 girls Civil-servants.

EDUCATION AND CRIME

The Schoolmaster, Oct. 20, 1894

The effects of our educational system upon crime has been a favorite topic for public discussion during the past few weeks, and we note that Sir John Lubbock, Sir Henry James, and Mr. Diggle, amongst many others, have taken the line prominently indicated in this journal on 8th September. Speaking at Bury last week, Sir Henry James said "he recollected in his early professional life, when he attended the criminal courts of this country, that when one took up the record of the criminals awaiting trial he found that the greater portion of them could neither read nor write. If they took up such a calendar at the present time they would find that happily it was but half the length of the calendar of former days, and year by year progress was going on to such an extent that the criminals now who could neither read nor write were becoming fewer and fewer, and, of course, as they got rid of all this ignorance the country gained, not only in knowledge but in virtue."

THE ELDERLY ASSISTANT MASTER

The Educational Times, Dec. 1, 1894

Apropos of Eton, a writer in *Blackwood*, who gives a very interesting and sympathetic account of the Rev. Edward Hale, utters a plea for the elderly assistant-master, who has such a hard time of it nowadays to hold his own against *les jeunes*:—

"The young ones push out the elder men, by nature in many cases, but sometimes with the vehemence of a principle, which thinks of nothing but the additional keenness as an implement of the recently sharpened and polished weapon. It is a great mistake in many ways, in none more than in the world of education. The experience, the composure, even, if we may so call it, the comparative indifference of age, is a great addition, and one that can least of all be dispensed with in a public school. The matured mind, which is beyond the starts of panic, and knows by experience how much more to be trusted is the even tenor of the general than the occasional disturbances of boyish extravagance, or the bad moments that sometimes occur in the

management of a surging, seething world of humanity, even in childhood, is an almost fatal loss to any kind of government. A public school, above all wants that steady element. No young man could have held the place which Mr. Hale did in Eton: nothing but a great tree, nourished by many snows and summers, can give such strong support or cast such grateful shade."

If this may be said with truth of old men, with how much more force may it be applied to elderly women! But this view is not popular in the High Schools.

GERMAN SCHOOL LIFE

The Journal of Education, (London) Jan., 1895

The social element in school life, receives, perhaps, too little notice. It appears under widely varying forms in different lands. A German *Gymnasiallehrer* would, we fear, be somewhat puzzled by a house-supper at a public school; and many English schoolmasters would, we are sure, be horrified by an *Abiturienter Kneipe*. Neither is very injurious to morality. In Germany, girls, too, have their harmless festivities. Let us, for instance, tell how they commemorated the fiftieth anniversary of a private school at Barth. Full of excitement, all rose early. At eight o'clock there was a religious service, with an address by the headmistress, based on a suitable text. At eleven began the public ceremony, to which a host of parents and friends had been invited. First came the prologue, delivered by a teacher. It referred to the foundress of the school, "die mit dem Blick des Falken hell und weit den ersten Stein gefügt zu diesem Bau." If the lady in question was not satisfied with metaphor like that, she must be hard to please. Her successor is described as casting shadows like a green bay-tree, and calling the children to shelter beneath her foliage. Surely this, again, is handsome enough. After a compliment to the present headmistress, began the *Festspiel*. "The Spirits of the School," represented by the pupils of the establishment. With song and declamation the spirits appear. It is rather a shock to learn their names, which are: Religion, German, History, English, French, Arithmetic, Geography, Writing, and Handwork—as prosaic a lot of spirits as we ever encountered. All stood under the protection of Queen Luise—"in der wir höchste Weiblichkeit verehern"; they were distinguished by appropriate dresses and emblems, and, taken together, presented a most charming picture. The *Festspiel* closed with the Psalm "Herr, deine Güte reicht so weit die Wolken geh'n." More compliments and votes of thanks, refreshments, and the end. Nor do we doubt that genuine pleasure was derived from what may seem to us a somewhat medley programme.

PUBLICATIONS RECEIVED

ENGLISH LANGUAGE AND LITERATURE

- BRADLEY:** *Orations and Arguments by English and American Statesmen.* Edited, with Notes, Explanatory and Critical, by Cornelius Beach Bradley. Professor of Rhetoric in the University of California. Size 5x7½ in.; pp. 378. Price \$1. Allyn & Bacon.
- CHAUCER:** *The Complete Works of Geoffrey Chaucer.* Edited, from Numerous Manuscripts by the Rev. Walter W. Skeat. Litt. D., LL. D., Ph. D., M. A., Arlington and Bosworth. Professor of Anglo-Saxon and Fellow of Christ's College, Cambridge. Notes to the *Canterbury Tales*. Size 6x9 in.; pp. xxvii. 515. Price \$4. Macmillan & Co.
- EATON:** *College Requirements in English Entrance Examinations.* (Examination Papers for 1893 and 1894.) By Rev. Arthur Wentworth Eaton, B. A., Instructor in English in the Cutler School, New York. Second Series. Size 5x7½ in.; pp. 104. Price \$1.20. Ginn & Co.
- MILES:** *The New Webster Dictionary and Complete Vest Pocket Library.* By E. Edgar Miles. Comprising Five Distinct and Complete Books, viz.: A Dictionary of 45,800 words; *Gazetteer of the World*; *Digest of Parliamentary Practice*; *Rapid Calculator*; *Letter Writer and Literary Guide*. Size 2½x5½ in.; pp. 102. Cloth, 25 cents; Morocco, 50 cents; Extra Quality, 60 cents. E. E. Miles, 43 Bond street, New York City.
- SHAKESPEARE:** *Shakespeare's Historie of the Life and Death of King John.* With Preface, Glossary, etc., by Israel Gollancz. Size 4¼x5½ in.; pp. ix. 133. Price 45 cents. Macmillan & Co. "Temple Shakespeare."
- SHAKESPEARE:** *Shakespeare's Comedy of a Winter's Tale.* With Preface, Glossary etc. By Israel Gollancz. Size 4¼x5½ in.; pp. x. 162. Price 45 cents. Macmillan & Co. "Temple Shakespeare."
- SHAKESPEARE:** *Shakespeare's Comedy of the Merchant of Venice.* Edited, with Introduction and Notes by Katharine Lee Bates, Wellesley College. Size 4¼x6¼ in.; pp. vi. 226. Leach, Shewell & Sanborn. The Students' Series of English Classics.
- TENNYSON:** *The Students' Series of English Classics.* Elaine. By Alfred Lord Tennyson. Edited by Fannie More McCauley, Instructor in the English Language and Literature in the Winchester School, Baltimore. Size 4¼x6¼ in.; pp. vi. 84. Leach, Shewell & Sanborn.

FRENCH, GERMAN, ITALIAN, SPANISH

- AMICIS, DE:** *Fortezza. Un Gran Giorno.* By Edmondo de Amicis. With Explanatory Notes in English by Prof. T. E. Comba. of Summer School of Languages, Amherst College. Size 4¼x6¼ in.; pp. 83. New York: William R. Jenkins.
- BERNARD:** *La Traduction Orale et la Prononciation Francaise.* A Practical French Course for Advanced Pupils. Twenty-one Lessons Carefully Graded, by Victor F. Bernard. Size 5x7½ in.; pp. 42. New York: William R. Jenkins.
- DAUDET:** *Le Petit Chose. Histoire d'un Enfant par Alphonse Daudet.* With Explanatory Notes in English by Prof. C. Fontaine. B. L., LL. D. Size 5x7½ in.; pp. 814. Price 60 cents. New York: William R. Jenkins.
- DIPPOLD:** *A Scientific German Reader.* By George Theodore Dippold, Ph. D., Assistant Professor of Modern Languages at the Massachusetts Institute of Technology. Size 5x7½ in.; pp. 135. Price \$1. Ginn & Co.
- HUGO:** Victor Hugo. *Ruy Blas.* Edited, with Introduction and Explanatory Notes by Samuel Garner. Ph. D. Size 5x7½ in.; pp. xlii. 230. Price 75 cents. D. C. Heath & Co. Heath's Modern Language Series.
- MUZZARELLI:** *The Academic French Course in Accordance with the Latest Grammatical Rules Adopted by the French Academy.* By Antoine Muzzarelli. First Year. Size 5x7½ in.; pp. 299. Price \$1. American Book Co.
- SAW:** *Petit Livre D'Instruction et de Divertissement.* Collected and Edited by Miss F. Saw, LL. A. *Beginners' Texts with Vocabulary.* Size 4¼x6¼ in.; pp. 64. Maynard, Merrill & Co. No. 7 of Maynard's French Texts.
- VALERA:** Juan Valera. *El Tájaro Verde.* (The Green Bird.) Revised and Annotated for the Use of English Students, by Julio Rojas, B.-En-A. Size 4¼x6¼ in.; pp. 83. New York: William R. Jenkins.

SCIENCE

- GREGORY:** *The Planet Earth. An Astronomical Introduction to Geography.* By Richard A. Gregory, F. R. A. S., Oxford University Extension Lecturer. Size 4¼x7 in.; pp. viii. 105. Price 60 cents. Macmillan & Co.
- MEADS:** *Elements of Physics for Use in Secondary Schools.* By S. P. Meads, Oakland High School, Oakland, Calif. Size 5x7½ in. pp. 288. Silver, Burdett & Co.

THOMPSON: Elementary Lessons in Electricity and Magnetism. By Silvanus P. Thompson, D. Sc., F. R. S., F. R. A. S., Principal of, and Professor of Physics in, the City and Guilds of London Technical College, Finsbury. New Edition. Revised Throughout with Additions. Size $5\frac{1}{2} \times 7\frac{1}{4}$ in. pp. xv. 628. Price \$1.40. Macmillan & Co.

JORDAN: The Factors in Organic Evolution. A Syllabus of a Course of Elementary Lectures Delivered in Leland Stanford Junior University, by David Starr Jordan. Size $5\frac{1}{2} \times 8$ in. pp. v. 149. Ginn & Co.

PEDAGOGICS

ARNOLD: Waymarks for Teachers showing Aims, Principles, and Plans for Every Day Teaching. With Illustrative Lessons. By Sarah L. Arnold, Supervisor of Primary Schools, Minneapolis, Minn. Size $5\frac{1}{2} \times 7\frac{1}{4}$ in.; pp. 276. Silver, Burdett & Co.

BARDEEN: Roderick Hume. The Story of a New York Teacher. By C. W. Bardeen. Editor of the School Bulletin. Second Edition, from New Plates. Size $4\frac{1}{4} \times 6\frac{1}{4}$ in.; pp. 310. C. W. Bardeen.

Twelfth Biennial Report of the Superintendent of Public Instruction of the State of Washington. Published by Authority. 1894. 6×9 in.; pp. 261. Olympia, Wash.

LATIN

HAYLEY: An Introduction to the Verse of Terence. By H. W. Hayley, Ph. D. Size $5 \times 7\frac{1}{2}$ in.; pp. vi. 25. Price 35 cents. Ginn & Co.

POLITICAL AND SOCIAL SCIENCE

Annals of the American Academy of Political and Social Science. Issued Bi-Monthly. Vol. V. January, 1895. No. 4. Size $6\frac{1}{2} \times 9\frac{1}{4}$ in.; pp. 192. Price \$6 per year. Philadelphia: American Academy of Political and Social Science.

Publications of the American Academy of Political and Social Science. No. 128. The Ultimate Standard of Value. By Eugen von Bohm-Bawerk, Vienna. pp. 60. Price 50 cents.

No. 129. Relation of Labor Organization to the American Boy and to Trade Instruction. By Edward W. Bemis, University of Chicago. pp. 33. Price 25 cents.

No. 130. Mortgage Banking in Russia. By D. M. Frederiksen. pp. 14. Price 15 cents.

No. 131. Why Had Roscher so Little Influence in England? By William Cunningham. Trinity College, Cambridge. pp. 20. Price 25 cents.

No. 132. Reasonable Railway Rates. By H. T. Newcomb, Interstate Commerce Commission. pp. 25. Price 25 cents.

No. 133. The Economic Function of Woman. By Edward T. Devine. pp. 15. Price 15 cents.

No. 134. Relief Work Carried on in the Wells Memorial Institute, (Under the Management of Denison House, Boston) By Helena S. Dudley. pp. 22. Price 25 cents. Size of each $5\frac{1}{4} \times 9$ in. Philadelphia: American Academy of Political and Social Science

HISTORY

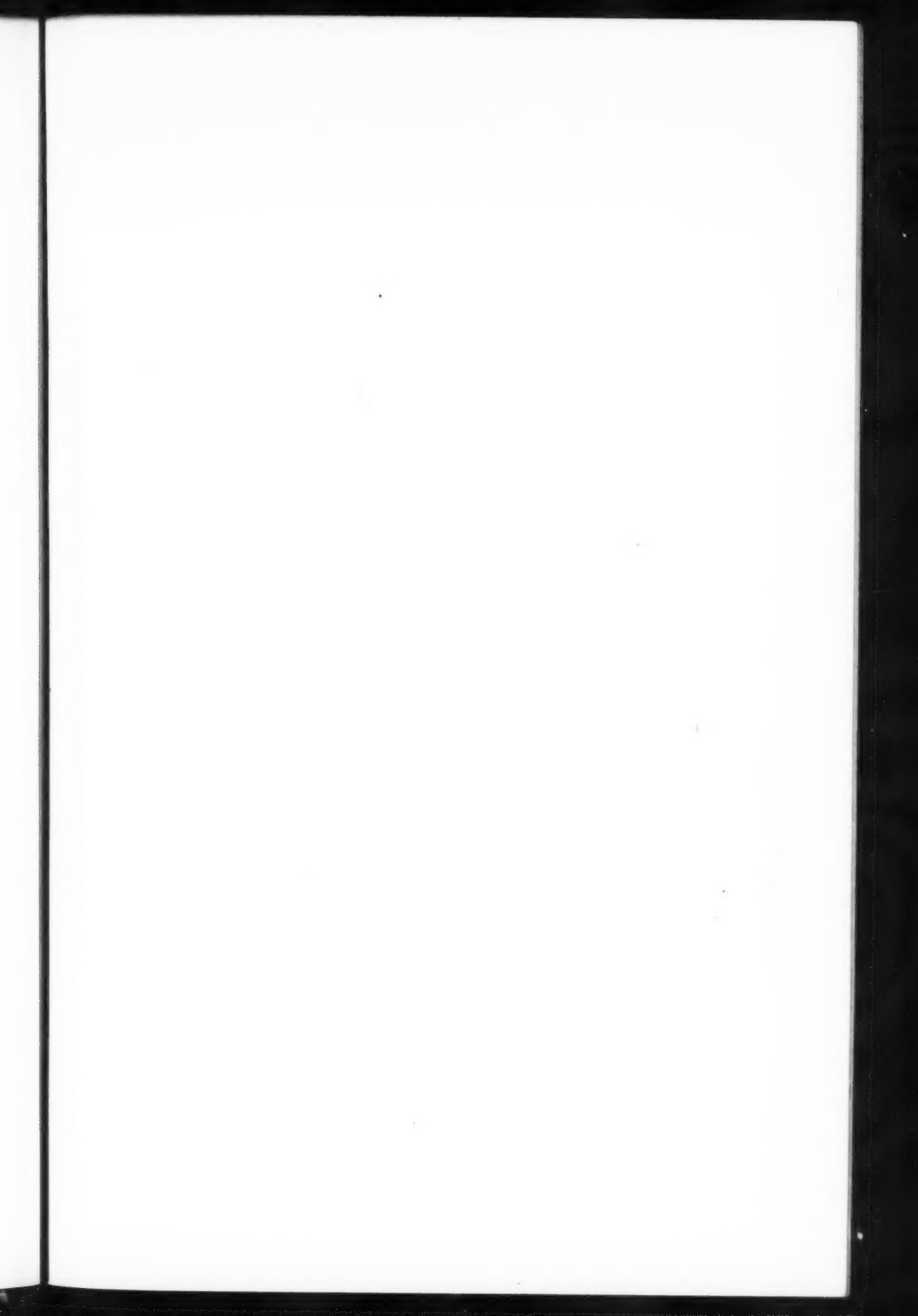
MEDLEY: A Student's Manual of English Constitutional History. By Dudley Julius Medley, M. A., Tutor of Keble College, Oxford. Size $5\frac{1}{2} \times 8$ in.; pp. xxiii. 583. Price \$3.25. Macmillan & Co.

MUSIC.

LEWIS: The National School Library of Song. No. 1. Edited by Leo R. Lewis. Songs Patriotic, Devotional, Occasional. Folksongs of Many Nations. For Normal and High Schools. Semiharies, etc. Size $6\frac{1}{2} \times 9\frac{1}{4}$ in.; pp. iv. 92. Price 60 cents. Ginn & Co.

BUSINESS FORM

EATON: Business Forms, Customs and Accounts for Schools and Colleges. By Seymour Eaton, Director of the Department of Business, Drexel Institute, Philadelphia. Size $5 \times 7\frac{1}{4}$ in.; pp. 117. Price 50 cents. American Book Co.





The Rt. Hon. Arthur Herbert Dyke Acland, M. P.

